# DOCUMENT RESUME

ED 304 525 CE 052 021

| | |
|---|---|
| TITLE | Life Management Skills I: Task Analyses. Competency-Based Education. |
| INSTITUTION | Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center. |
| SPONS AGENCY | Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education. |
| PUB DATE | 88 |
| NOTE | 212p.; For a related document, see CE 052 022. |
| AVAILABLE FROM | Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($12.08). |
| PUB TYPE | Guides - Classroom Use - Guides (For Teachers) (052) |
| EDRS PRICE | MF01/PC09 Plus Postage. |
| DESCRIPTORS | *Behavioral Objectives; Clothing Instruction; Competency Based Education; *Course Content; Criterion Referenced Tests; *Family Life; Family Life Education; Home Economics; Homemakers; *Homemaking Skills; *Home Management; Money Management; Practical Arts; Secondary Education; Sewing Instruction; *Task Analysis |

ABSTRACT

This task analysis guide is intended to help teachers and adminstrators develop instructional materials and implement competency-based education in the course, Life Management Skills I. Section I contains a validated task inventory for this course. For each task, applicable information pertaining to performance and enabling objectives and criterion-referenced measures is provided. Nineteen content/concept areas are categorized under these major headings: wardrobe management, resource management, home management, food management, and family management. Section 2 provides a description of the Home Economics Education Consumer and Homemaking programs. These materials follow: a description of the course and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. (YLB)

***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

ED304525

CE052021

# LIFE MANAGEMENT SKILLS I:

# TASK ANALYSES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Commonwealth of Virginia
Department of Education
Vocational & Adult Education
Richmond, Virginia 23216

1988

BEST COPY AVAILABLE

COMPETENCY-BASED
CBE
EDUCATION

# GUIDE APPLICATION

This guide has been prepared for use in developing and selecting instructional aids to implement the following competency-based program and course:

| Program | Course |
|---|---|
| Consumer and Homemaking (CIP 20.0101) | Life Management Skills I (8230) |

Because of the nonpaid occupational nature of this program, no specific career, occupational, or vocational application of consumer and homemaking competencies appears in this guide. The program and course described in this publication are not linked to specific or related job titles in the Dictionary of Occupational Titles.

For additional information regarding this program or course or other related offerings, please contact:

Home Economics Education Service
Virginia Department of Education
P.O. Box 6Q
Richmond, Virginia 23219

# LIFE MANAGEMENT SKILLS I

# TASK ANALYSES

Developed by

Home Economics Education Service
Virginia Department of Education
Richmond, Virginia 23216

Produced by

Virginia Vocational Curriculum and Resource Center
Henrico County Public Schools
Department of Vocational and Community Education
Glen Allen, Virginia 23060

1988

# FOREWORD

Vocational education in Virginia has the responsibility of preparing students not only for successful paid employment, but for skilled, productive management of other aspects of their lives, as well. At a minimum, consumer and homemaking courses teach students the survival skills necessary for independent living.

Through competency-based education (CBE), students gain the preparation necessary to apply these skills both to their personal lives and to possible career choices. In addition, CBE enhances the articulation of students between vocational education and levels of education, so that interests aroused by basic courses can be pursued in advanced programs without unnecessary duplication.

This guide will serve to assist teachers and administrators in developing instructional materials that meet the needs of students and the community and comply with the Virginia CBE standards for vocational and adult education.

S. John Davis
Superintendent of Public Instruction

Lydia M. Bell, Director
Vocational Program Services
Virginia Department of Education

# ACKNOWLEDGMENTS

Life Management Skills I Task Analyses is a result of the efforts of many home economics educators and state staff. Originally drafted as an instructional resource guide to support Consumer and Homemaking I, II, and III, the curriculum materials progressed through several revisions as the courses themselves underwent changes in design. These revisions, initiated by Carolyn Driver, former Associate Director of the Home Economics Service, and Lorna S. Bouldin, Supervisor, and drafted by Anne Ashby, home economics teacher, Daniel Morgan Middle School, Winchester, proved invaluable to this effort.

Life Management Skills I Task Analyses in its present form was developed by Dr. Julia Miller, Virginia State University. The final publication process was managed by Dr. Kay B. Brown, Supervisor of Curriculum Development, Virginia Department of Education. The guide was edited and produced by the Virginia Vocational Curriculum and Resource Center, administered by Henrico County Public Schools, Department of Vocational and Community Education:

Flora C. Armstrong, Center Director
Anita T. Cruikshank, Writer/Editor.

Sharron Glasscock, Associate Director
Home Economics Education
Virginia Department of Education

# CONTENTS

Page

INTRODUCTION 1

## SECTION 1. TASK INVENTORY

SECTION INTRODUCTION .... 3

CONTENT/CONCEPT AREA .... 5

Wardrobe Management
Operating and Maintaining Sewing Equipment and Supplies .... 7
Maintaining and Repairing Clothing and Accessories .... 17
Implementing Consumer Decisions in Constructing and Purchasing Clothing and Accessories .... 27

Resource Management
Managing Financial and Personal Resources .... 35

Home Management
Meeting Housing Needs .... 45
Maintaining Housing Interiors, Furnishings, and Accessories .... 53
Maintaining Home Safety .... 67

Food Management
Meeting Nutritional and Dietary Needs .... 77
Preparing to Cook and Serve Meals .... 85
Selecting and Purchasing Groceries .... 103
Preparing Fruits and Vegetables .... 123
Preparing Beverages .... 133
Preparing Breads and Cereals .... 145
Preparing Eggs and Dairy Products .... 155
Preparing Meat, Fish, and Poultry .... 163
Preparing Desserts and Snacks .... 169
Maintaining Cleanliness and Sanitation .... 181

Family Management
Caring for Infants and Children .... 197
Managing Interpersonal Relationships .... 209

## SECTION 2. PROGRAMS AND COURSES

SECTION INTRODUCTION .... 219

PROGRAM DESCRIPTION (CONSUMER AND HOMEMAKING) .... 221

COURSE DESCRIPTION (LIFE MANAGEMENT SKILLS I) .... 222

COURSE OUTLINE .... 223

# INTRODUCTION

This task analyses guide is designed to be used in combination with the Home Economics Education Service Area Resource in order to implement competency-based education in the course, Life Management Skills I. The service area resource contains information that pertains to all programs within the Home Economics area; the sections of that publication are entitled Occupational Information, Student Organization (FHA), Classroom Management Systems, and Recording Systems. This task analyses guide contains the task inventory, program and course descriptions, and content outline for the specific course in Life Management Skills I. Detailed instructions for combined use of these two publications are contained within the service area resource.

## Using the Task Analyses

Section 1 of the task analyses guide contains a validated task inventory for Life Management Skills I. For each task, applicable information pertaining to performance and enabling objectives and criterion-referenced measures is included. Space is provided for the teacher to add instructional activities and aids that best fit the needs of the students enrolled.

Section 2 provides a description of the Home Economics Education Consumer and Homemaking programs. This is followed by a description of the course and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. The course outline also indicates the applicable sections of other resources available through the Home Economics Education Service.

It is suggested that the Section 2 course content outline be reviewed initially in order that an instructional sequence may be determined. Instructional planning and implementation may then proceed through referral to the Section 1 task/competency sheet noted beside each instructional topic within the outline.

# SECTION 1

# TASK INVENTORY

One of the major characteristics of competency-based education (CBE) is that the course content is based upon actual jobs or tasks performed by the worker. In Virginia, the Department of Education has established standards for competency-based education. According to these standards, competencies must be role-relevant and based upon appropriate research. This standard states:

> Role-relevant competencies that include standards are identified and stated.
>
> The competencies with standards will be identified through V-TECS, IDECC, and other appropriate research. Advisory Committees should be used to review competencies and standards. Competencies in the affective domain will be included. Role-relevant competencies for occupational preparation programs are those that specifically relate to the occupation for which the student is being prepared as well as to the personal needs of the student. Role-relevant competencies are related also to orientation, exploration, and/or industrial arts experiences which have been identified for students.

Therefore, role-relevant jobs or tasks, called competencies in CBE, must be identified and validated before instructional materials are developed and subsequent instruction takes place.

Instead of dealing with tasks to be performed in a paid occupation, Life Management Skills involves knowledge and skills necessary to function as an independent member of the community, concentrating instruction on strategies to meet basic needs of individuals and to enhance the quality of life. In place of published data identifying tasks/competencies in this area, it was necessary to rely on professional judgment as to what constitutes necessary achievements.

The standards in Life Management Skills may not reflect the same kind of precise measurement as in job-oriented vocational programs, because many tasks/competencies are linked to the uniqueness of the individual learner and her or his value system.

The task list contained in this task analyses guide is based on the following:

1. The review and selection of appropriate competency-based materials developed by other states and systems
2. Interviews with former students
3. Input from home economics and curriculum specialists

Based upon the information collected and reviewed from the available sources indicated, a task inventory was prepared.

The task analysis sheets in Section 1 are arranged by content/concept area. No attempt has been made to sequence the instruction, as the sequence is subject to local option. Information contained on each sheet is as follows:

1. The task/competency for a given content/concept area which provides orientation for students
2. Program and course application information
3. Performance and enabling objectives for instructional materials development
4. Criterion-referenced measures or test items used to determine successful attainment of each task/competency by the student

Because of the wide range of grade levels on which the course is taught, suggested instructional activity and aids are not included in the task inventory. A blank framework form is provided for each task/competency for the teacher's convenience in noting and organizing these materials and activities.

# CONTENT/CONCEPT AREA

LIFE MANAGEMENT SKILLS I

## TASKS/COMPETENCIES

1. Operating and Maintaining Sewing Equipment and Supplies
2. Maintaining and Repairing Clothing and Accessories
3. Implementing Consumer Decisions in Constructing and Purchasing Clothing and Accessories
4. Managing Financial and Personal Resources
5. Meeting Housing Needs
6. Maintaining Housing Interiors, Furnishings, and Accessories
7. Maintaining Home Safety
8. Meeting Nutritional and Dietary Needs
9. Preparing to Cook and Serve Meals
10. Selecting and Purchasing Groceries
11. Preparing Fruits and Vegetables
12. Preparing Beverages
13. Preparing Breads and Cereals
14. Preparing Eggs and Dairy Products
15. Preparing Meat, Fish, and Poultry
16. Preparing Desserts and Snacks
17. Maintaining Cleanliness and Sanitation
18. Caring for Infants and Children
19. Managing Interpersonal Relationships

# CONTENT/CONCEPT AREA

## 1. OPERATING AND MAINTAINING SEWING EQUIPMENT AND SUPPLIES

---

## TASKS/COMPETENCIES

1.1 Use small sewing equipment

1.2 Demonstrate basic sewing machine operations

1.3 Perform minor adjustments to sewing machine

1.4 Use various sewing machine attachments

----------------Application--------------

## CONTENT/CONCEPT

1. OPERATING AND MAINTAINING SEWING EQUIPMENT AND SUPPLIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

1.1 Use small sewing equipment

## COURSE

Life Management Skills I (8230)

1.1

## PERFORMANCE OBJECTIVE

P1.1 Given worksheets and various items of small sewing equipment and supplies, use small sewing equipment and supplies to perform specified construction tasks according to directions provided. Results must be rated acceptable according to specifications given for the assigned task.

## SELECTED ENABLING OBJECTIVES

E1.1.1 Identify basic small sewing equipment and supplies.

E1.1.2 List the criteria for selecting small equipment and supplies.

E1.1.3 Identify the use of various items of small sewing equipment and supplies.

E1.1.4 Explain proper care procedures and safety precautions for small equipment.

## CRITERION-REFERENCED MEASURE

C1.1 Construction tasks performed according to instructions; results rated acceptable according to specifications for assigned task.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

1. OPERATING AND MAINTAINING SEWING EQUIPMENT AND SUPPLIES

## TASK/COMPETENCY

1.2 Demonstrate basic sewing machine operations

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

1.2

## PERFORMANCE OBJECTIVE

P1.2 Given stitching diagrams, thread, and bobbin, demonstrate basic sewing machine operations correctly and safely according to a checklist provided by the instructor.

## SELECTED ENABLING OBJECTIVES

E1.2.1 Identify safety rules for successful sewing.

E1.2.2 Identify principal parts and functions of the sewing machine.

E1.2.3 Demonstrate the procedure for setting up and threading the machine.

E1.2.4 Demonstrate the procedure for winding the bobbin.

E1.2.5 Stitch accurately along straight lines, curves, and corners.

E1.2.6 Point out advantages of good sewing posture.

## CRITERION-REFERENCED MEASURE

C1.2 Instructor-provided checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

1. OPERATING AND MAINTAINING SEWING EQUIPMENT AND SUPPLIES

## TASK/COMPETENCY

1.3 Perform minor adjustments to sewing machine

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

1.3

## PERFORMANCE OBJECTIVE

P1.3 Given fabric, a sewing machine in need of adjustment, and necessary equipment and supplies, perform minor adjustments according to procedures stated in the machine manual. Results of adjustments must be rated acceptable according to written criteria provided by the instructor.

## SELECTED ENABLING OBJECTIVES

E1.3.1 Identify basic machine problems.

E1.3.2 State basic care and safety procedures for the sewing machine.

E1.3.3 Explain how to adjust tensions, pressure, stitch length, and type of stitch.

E1.3.4 List steps for changing needle.

## CRITERION-REFERENCED MEASURE

C1.3 Adjustments made according to machine manual; results rated acceptable according to instructor-provided written criteria.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

1. OPERATING AND MAINTAINING SEWING EQUIPMENT AND SUPPLIES

## TASK/COMPETENCY

1.4 Use various sewing machine attachments

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

1.4

## PERFORMANCE OBJECTIVE

P1.4 Given sewing machine, attachments, fabric, and machine manual, use various attachments to perform construction tasks according to guidelines in the machine manual. Results must be rated acceptable according to criteria based on the guidelines.

## SELECTED ENABLING OBJECTIVES

E1.4.1 Identify use and purpose of various sewing machine attachments.

E1.4.2 State procedures for placing attachments correctly on the machine.

E1.4.3 Demonstrate use of various machine attachments on different fabrics.

## CRITERION-REFERENCED MEASURE

C1.4 Attachments used according to guidelines in machine manual; results rated acceptable according to criteria based on the guidelines.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 2. MAINTAINING AND REPAIRING CLOTHING AND ACCESSORIES

---

## TASKS/COMPETENCIES

2.1 Identify techniques for caring for and cleaning clothing and accessories

2.2 Use appropriate techniques to care for clothing and accessories

2.3 Repair torn or damaged garments

2.4 Describe storage techniques for clothing and accessories

## CONTENT/CONCEPT

2. MAINTAINING AND REPAIRING CLOTHING AND ACCESSORIES

## TASK/COMPETENCY

2.1 Identify techniques for caring for and cleaning clothing and accessories

## ---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

2.1

## PERFORMANCE OBJECTIVE

P2.1 Given an overview of clothing and accessory maintenance, identify with 90% accuracy the proper techniques for caring for and cleaning clothing and accessories made from both synthetic and natural materials.

## SELECTED ENABLING OBJECTIVES

E2.1.1 Explain the importance of care labels on garments.

E2.1.2 Explain types of care and cleaning techniques for clothing and accessories.

E2.1.3 List advantages and disadvantages of various care and cleaning techniques.

E2.1.4 Identify various home care/cleaning aids and their uses.

## CRITERION-REFERENCED MEASURE

C2.1 Care and cleaning techniques for clothing and accessories identified with 90% accuracy.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

2. MAINTAINING AND REPAIRING CLOTHING AND ACCESSORIES

## TASK/COMPETENCY

2.2 Use appropriate techniques to care for clothing and accessories

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

2.2

## PERFORMANCE OBJECTIVE

P2.2 Given guidelines related to clothing and accessory care techniques, items of clothing, and clothing care agents and equipment, use the appropriate techniques to care for the assigned clothing and accessories. Items cleaned must be rated acceptable according to an instructor-provided checklist.

## SELECTED ENABLING OBJECTIVES

E2.2.1 State situations in which drycleaning is preferable to machine or hand laundering.

E2.2.2 Demonstrate proper stain removal techniques.

E2.2.3 Demonstrate three methods of cleaning accessories.

E2.2.4 Demonstrate steps in preparing garments for machine laundering.

E2.2.5 Demonstrate hand laundering techniques.

E2.2.6 Distinguish between ironing and pressing.

E2.2.7 Iron or press a personal garment.

## CRITERION-REFERENCED MEASURE

C2.2 Instructor-provided checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

-----------------Application---------------

## CONTENT/CONCEPT

2. MAINTAINING AND REPAIRING CLOTHING AND ACCESSORIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

2.3 Repair torn or damaged garments

## COURSE

Life Management Skills I (8230)

2.3

## PERFORMANCE OBJECTIVE

P2.3 Given sewing equipment and supplies and a torn or damaged garment, repair the garment by first selecting the proper repair technique, then making the repair. The repair must be neatly made, and the garment must be usable after the repair is made.

## SELECTED ENABLING OBJECTIVES

E2.3.1 Explain the economic importance of being able to repair and alter personal clothing.

E2.3.2 Describe various techniques used to make garment repairs.

E2.3.3 Assess clothing damage and state whether the garment needs simple repair, professional repair, or should be discarded.

## CRITERION-REFERENCED MEASURE

C2.3 Proper technique used to repair garment; repair neatly made; garment usable after repair.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

---------------Application--------------

## CONTENT/CONCEPT

2. MAINTAINING AND REPAIRING CLOTHING AND ACCESSORIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

2.4 Describe storage techniques for clothing and accessories

## COURSE

Life Management Skills I (8230)

---

2.4

## PERFORMANCE OBJECTIVE

P2.4 Given necessary references, describe the daily, weekly, and seasonal storage techniques for clothing and accessories to keep them ready to wear by completing an instructor-provided worksheet with 85% accuracy.

## SELECTED ENABLING OBJECTIVES

E2.4.1 Identify methods and procedures for keeping drawers and closets neat.

E2.4.2 Explain ways to make the best use of storage space for daily and seasonal storage to prevent insect, moisture, or heat damage.

E2.4.3 Identify various types of storage supplies and equipment used for different clothing and accessories.

## CRITERION-REFERENCED MEASURE

C2.4 Instructor-provided worksheet, 85% accuracy.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING AND ACCESSORIES

---

## TASKS/COMPETENCIES

3.1 Select pattern and fabric for garment construction

3.2 Prepare pattern and fabric for garment construction

3.3 Use appropriate construction techniques for selected operations

## CONTENT/CONCEPT

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING AND ACCESSORIES

## TASK/COMPETENCY

3.1 Select pattern and fabric for garment construction

---------------Application---------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

3.1

## PERFORMANCE OBJECTIVE

P3.1 Given information related to figure types, clothing design, and fabrics, select a pattern and fabric for garment construction. Pattern and fabric must be appropriate for sewing skills and the design must be appropriate for personal figure type as evaluated by the instructor.

## SELECTED ENABLING OBJECTIVES

E3.1.1 Match terms and definitions associated with pattern and fabric selection.

E3.1.2 Identify the most desirable clothing designs for various figure types.

E3.1.3 Match types of lines to the correct effects/descriptions.

E3.1.4 Outline optical illusion techniques and effects.

E3.1.5 Explain four ways to test fabric before purchase.

E3.1.6 Distinguish between information found on front and back of pattern envelopes.

E3.1.7 Determine pattern type and size.

## CRITERION-REFERENCED MEASURE

C3.1 Pattern and fabric for garment construction selected, appropriate for sewing skills and personal figure type.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING AND ACCESSORIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

3.2 Prepare pattern and fabric for garment construction

## COURSE

Life Management Skills I (8230)

3.2

## PERFORMANCE OBJECTIVE

P3.2 Given specifications and all necessary equipment and supplies, prepare pattern and fabric for garment construction, using basic sewing techniques for a simple garment. Performance must include preparing pattern for layout, preparing fabric for cutting, pinning pattern to fabric, cutting garment pieces, and making pattern markings, and all operations must be rated acceptable according to specifications provided.

## SELECTED ENABLING OBJECTIVES

E3.2.1 Match terms associated with basic sewing techniques to the correct definitions.

E3.2.2 Explain three types of information contained on pattern guidesheets.

E3.2.3 Match pattern markings to their correct uses.

E3.2.4 Outline step-by-step procedures for the following:
a. Prepare pattern for layout.
b. Prepare fabric for cutting.
c. Pin pattern to fabric.
d. Cut garment pieces.
e. Make pattern markings.

## CRITERION-REFERENCED MEASURE

C3.2 Pattern and fabric prepared for garment construction according to specifications provided.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

3. IMPLEMENTING CONSUMER DECISIONS IN CONSTRUCTING AND PURCHASING CLOTHING AND ACCESSORIES

## TASK/COMPETENCY

3.3 Use appropriate construction techniques for selected operations

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

3.3

## PERFORMANCE OBJECTIVE

P3.3 Given necessary resources, patterns, fabric, supplies, and equipment, use appropriate construction techniques for the following selected operations: seams and seam finishes; darts, facings, and clean finishings; zippers; waistbands; fasteners; and hems. Performance of each operation must be judged acceptable according to procedures and methods specified by the instructor.

## SELECTED ENABLING OBJECTIVES

E3.3.1 Define and identify examples of plain seam, french seam, flat-felled seam, and other types of seams.

E3.3.2 Explain the advantages and purposes of each type of seam.

E3.3.3 Identify various seam finishes.

E3.3.4 List the purpose of each type of seam finishing technique.

E3.3.5 Outline step-by-step procedures for the following:
- a. Stitch and press different types of darts.
- b. Attach facings to garments.
- c. Clean-finish facing edge.
- d. Apply zippers.
- e. Apply waistbands.
- f. Attach fasteners.
- g. Hem garments.

## CRITERION-REFERENCED MEASURE

C3.3 Appropriate construction techniques used for selected operations, judged acceptable according to procedures and methods specified by instructor.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 4. MANAGING FINANCIAL AND PERSONAL RESOURCES

---

## TASKS/COMPETENCIES

4.1 Recall facts about consumerism

4.2 Demonstrate consumer decision-making skills

4.3 Prepare an individual or family budget

4.4 Use time management techniques

## CONTENT/CONCEPT

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

## TASK/COMPETENCY

4.1 Recall facts about consumerism

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

4.1

## PERFORMANCE OBJECTIVE

P4.1 Given charts, magazines, newspapers, and other basic information, recall facts about consumerism and consumer resources by completing with 85% accuracy worksheets provided by the instructor.

## SELECTED ENABLING OBJECTIVES

E4.1.1 Describe how producers and consumers, supply and demand, profit and competition, and governmental regulations and policies affect the economy and consumer decisions.

E4.1.2 Identify consumer rights and responsibilities.

E4.1.3 Explain the correct procedure for making a consumer complaint.

E4.1.4 Compare and contrast various types of resources (community agencies, newspapers, magazines, etc.) available to consumers.

E4.1.5 Analyze the influence of personal values, goals, and standards on consumer decisions.

## CRITERION-REFERENCED MEASURE

C4.1 Instructor-provided worksheets, 85% accuracy.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

## TASK/COMPETENCY

4.2 Demonstrate consumer decision-making skills

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

4.2

## PERFORMANCE OBJECTIVE

P4.2 Given case studies, instructions, and resources on consumerism and decision making, demonstrate consumer decision-making skills by completing activity sheets accompanying the case studies according to the instructions provided.

## SELECTED ENABLING OBJECTIVES

E4.2.1 Define concepts related to decision making.

E4.2.2 List steps in the decision-making process.

E4.2.3 Explain the importance of making rational consumer decisions.

E4.2.4 Identify principles of decision making and management and describe their influences on consumer decisions.

E4.2.5 Identify specific steps that can be taken in making an individual or family consumer decision.

## CRITERION-REFERENCED MEASURE

C4.2 Case study activity sheets completed according to instructions.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application---------------

## CONTENT/CONCEPT

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

4.3 Prepare an individual or family budget

## COURSE

Life Management Skills I (8230)

4.3

## PERFORMANCE OBJECTIVE

P4.3 Given a case study of an individual or family, prepare a budget for a specified period to fit the situation described. The budget must meet all identified needs, account for but not exceed total income, and provide for savings.

## SELECTED ENABLING OBJECTIVES

E4.3.1 Identify sources of present and additional income.

E4.3.2 Demonstrate how to total all money and determine the income for a given period of time.

E4.3.3 Explain the purposes of making a budget.

E4.3.4 Give examples of personal or family financial goals.

E4.3.5 List individual or family financial resources.

E4.3.6 Distinguish between fixed and variable expenses.

E4.3.7 Explain how to budget for variable expenses.

## CRITERION-REFERENCED MEASURE

C4.3 Individual or family budget prepared that meets all identified needs, accounts for but does not exceed total income, and provides for savings.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

4. MANAGING FINANCIAL AND PERSONAL RESOURCES

## TASK/COMPETENCY

4.4 Use time management techniques

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

4.4

## PERFORMANCE OBJECTIVE

P4.4 Given a description of work to be done and demands on individuals available to do the work, use time management techniques to make a time schedule to complete the work described. The schedule must be usable and show evidence of one or more time management techniques.

## SELECTED ENABLING OBJECTIVES

E4.4.1 Explain the importance of time management.

E4.4.2 Identify factors that affect use of time.

E4.4.3 Identify constraints on the management of time.

E4.4.4 Compare and contrast general approaches to facilitating time management (time sense, biological patterns, rest and sleep practices).

E4.4.5 Analyze specific techniques used to aid in time management (work simplification, dovetailing, motion management, etc.).

E4.4.6 Outline a plan for effective use of leisure time.

E4.4.7 Develop a personal time schedule based on sound time management practices.

## CRITERION-REFERENCED MEASURE

C4.4 Usable time schedule showing evidence of one or more time management techniques.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 5. MEETING HOUSING NEEDS

---

## TASKS/COMPETENCIES

5.1 Identify personal and family housing needs

5.2 Design personal and family living space

5.3 Plan a program of home conservation

----------------Application--------------

## CONTENT/CONCEPT

5. MEETING HOUSING NEEDS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

5.1 Identify personal and family housing needs

## COURSE

Life Management Skills I (8230)

5.1

## PERFORMANCE OBJECTIVE

P5.1 Given appropriate resource materials and topic guidelines, identify personal and family housing needs by writing a 200-word theme according to title, format, content, and procedures specified by the instructor.

## SELECTED ENABLING OBJECTIVES

E5.1.1 Describe the physical, social, and psychological needs that affect housing choices.

E5.1.2 Compare and contrast the relationship between lifestyle and housing choices.

E5.1.3 Identify the major types of housing styles and construction.

E5.1.4 Compare the advantages and disadvantages of different types of housing.

## CRITERION-REFERENCED MEASURE

C5.1 Written 200-word theme prepared according to instructor specifications.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

5. MEETING HOUSING NEEDS

## TASK/COMPETENCY

5.2 Design personal and family living space

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

5.2

## PERFORMANCE OBJECTIVE

P5.2 Given identified functional needs and a case situation requiring living space design, design personal and family living space that fits the situation provided. Plans must be developed according to teacher-prepared guidelines and rated acceptable according to criteria based on those guidelines.

## SELECTED ENABLING OBJECTIVES

E5.2.1 Identify principles of art and design.

E5.2.2 Explain the use of scale for floor plans.

E5.2.3 Determine the utility of a floor plan in relation to family needs.

E5.2.4 Determine circulation patterns within a home.

E5.2.5 Determine activities within identified spaces of a home.

E5.2.6 Identify concepts of furniture arrangement.

E5.2.7 Judge the appropriateness of living areas according to family needs, location, size, and furniture arrangements.

## CRITERION-REFERENCED MEASURE

C5.2 Personal and family living space plans developed according to guidelines provided, rated acceptable according to criteria based on those guidelines.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

5. MEETING HOUSING NEEDS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

5.3 Plan a program of home conservation

## COURSE

Life Management Skills I (8230)

5.3

## PERFORMANCE OBJECTIVE

P5.3 Given needed materials on conservation and energy management and a family lifestyle case study, plan a program of home conservation. Plan must be rated acceptable according to an instructor-prepared checklist based on the materials provided.

## SELECTED ENABLING OBJECTIVES

E5.3.1 List ways energy is wasted in the home.

E5.3.2 Explain various energy conservation techniques.

E5.3.3 Give examples of personal and family energy conservation techniques used in the home.

E5.3.4 Evaluate the energy efficiency of a home according to its site, insulation, construction, and placement of structure and rooms.

E5.3.5 Identify the advantages and disadvantages of solar and wind energy in the home.

E5.3.6 Identify items that can be recycled.

E5.3.7 Apply energy conservation techniques in the school laboratories.

## CRITERION-REFERENCED MEASURE

C5.3 Instructor-prepared checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

---

## TASKS/COMPETENCIES

6.1 Identify cleaning, storage, and care techniques for various housing needs

6.2 Make a bed

6.3 Clean fabrics

6.4 Demonstrate floor care techniques

6.5 Clean carpet

6.6 Design a floral arrangement

--------------Application-------------

## CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

6.1 Identify cleaning, storage, and care techniques for various housing needs

## COURSE

Life Management Skills I (8230)

---

6.1

## PERFORMANCE OBJECTIVE

P6.1 Given a list of housing areas and items, identify cleaning, storage, and care techniques for various housing needs by stating how each area or item should be maintained on a daily, weekly, monthly, and/or seasonal basis. Identification must be consistent with guidelines previously discussed in class.

## SELECTED ENABLING OBJECTIVES

E6.1.1 Identify areas within the home that require daily, weekly, monthly, and seasonal cleaning, storage, and care techniques.

E6.1.2 Analyze personal values related to frequency of cleaning, storage, and care for the home.

E6.1.3 Develop a plan with specific tasks for family members related to cleaning, storage, and care of housing interiors, furnishings, and accessories.

E6.1.4 Compare the difficulty in cleaning, storing, and caring for different items within the home.

## CRITERION-REFERENCED MEASURE

C6.1 Identification of cleaning, storage, and care techniques for various housing needs, consistent with previously discussed guidelines.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

6.2 Make a bed

## COURSE

Life Management Skills I (8230)

6.2

## PERFORMANCE OBJECTIVE

P6.2 Given access to bed and needed supplies, make the bed. The covers and sheets must be free of wrinkles, covers centered lengthwise, and sheets and blankets securely tucked in at the foot of the bed.

## SELECTED ENABLING OBJECTIVES

E6.2.1 Identify bed linens, including mattress pad, bottom and top sheets, blankets, quilts, pillow, and pillow cases.

E6.2.2 Demonstrate making of mitered corners.

E6.2.3 Identify standard sizes of sheets, blankets, pillowcases, and bedspreads.

E6.2.4 Explain care and laundering procedures for different types of bed linens.

## CRITERION-REFERENCED MEASURE

C6.2 Bed made, with covers and sheets free of wrinkles, covers centered lengthwise, and sheets and blankets securely tucked in at foot of bed.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

6.3 Clean fabrics

## COURSE

Life Management Skills I (8230)

---

6.3

## PERFORMANCE OBJECTIVE

P6.3 Given charts on textile fabric care, sample fabrics, cleaning solutions, and supplies, clean fabrics used for housing interiors, furnishings, and accessories according to chart instructions. Fabrics must retain their original colors and be free of spots and stains.

## SELECTED ENABLING OBJECTIVES

E6.3.1 Explain stain removal techniques.

E6.3.2 Determine frequent types of spots and stains on various housing interiors, furnishings, and accessories.

E6.3.3 Explain ways to protect fabrics from spots and stains.

E6.3.4 Compare advantages and disadvantages of various fabric cleaning solutions and techniques.

## CRITERION-REFERENCED MEASURE

C6.3 Household fabrics cleaned according to chart provided, to retain original colors and free of spots and stains.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application---------------

## CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

6.4 Demonstrate floor care techniques

## COURSE

Life Management Skills I (8230)

6.4

## PERFORMANCE OBJECTIVE

P6.4 Given background information and methods, demonstrate floor care techniques for daily, weekly, and seasonal care so that floors are free from visible surface soil or damage to original floor finish. Demonstration must be rated acceptable according to a checklist developed by the instructor.

## SELECTED ENABLING OBJECTIVES

E6.4.1 Explain daily, weekly, and seasonal care of floors.

E6.4.2 Compare care techniques needed for tile and wood floors.

E6.4.3 Explain floor care procedures.

E6.4.4 Identify equipment needed for floor care.

E6.4.5 Identify products used for care of tile and wood floors.

## CRITERION-REFERENCED MEASURE

C6.4 Floors free from visible surface soil or damage to finish; demonstration rated acceptable according to instructor-prepared checklist.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

## TASK/COMPETENCY

6.5 Clean carpet

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

6.5

## PERFORMANCE OBJECTIVE

P6.5 Given information on carpet and rug care and necessary equipment and supplies, clean carpet so that it is free of all spots and visible soil. Any cleaning solutions must be used according to manufacturer's instructions, and all safety precautions must be observed.

## SELECTED ENABLING OBJECTIVES

E6.5.1 Demonstrate procedures for vacuuming carpets and area rugs.

E6.5.2 Select appropriate methods of shampooing carpets, according to carpet composition and condition.

E6.5.3 Explain how to remove spots from carpet.

## CRITERION-REFERENCED MEASURE

C6.5 Carpet free of all spots and visible soil; cleaning solutions used according to manufacturer's directions; safety precautions observed.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS.

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

6. MAINTAINING HOUSING INTERIORS, FURNISHINGS, AND ACCESSORIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

6.6 Design a floral arrangement

## COURSE

Life Management Skills I (8230)

---

6.6

## PERFORMANCE OBJECTIVE

P6.6 Given guidelines on floral design, foliage, flowers, and all necessary supplies, design a floral arrangement, to be rated acceptable according to an instructor-prepared checklist based on the guidelines provided.

## SELECTED ENABLING OBJECTIVES

E6.6.1 Determine function of floral arrangement and where it will be used.

E6.6.2 Identify basic floral arrangement designs.

E6.6.3 Select appropriate containers and supplies for design.

## CRITERION-REFERENCED MEASURE

C6.6 Instructor-prepared checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

7. MAINTAINING HOME SAFETY

---

## TASKS/COMPETENCIES

7.1 Identify safety precautions to prevent injury in the home

7.2 Equip a first aid kit for the home

7.3 Demonstrate first aid procedures for minor injuries

7.4 Demonstrate procedures to obtain emergency aid

----------------Application--------------

## CONTENT/CONCEPT

7. MAINTAINING HOME SAFETY

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

7.1 Identify safety precautions to prevent injury in the home

## COURSE

Life Management Skills I (8230)

---

7.1

## PERFORMANCE OBJECTIVE

P7.1 Given a list of common home hazards, identify safety precautions to prevent injury in the home resulting from the hazards listed. Identifications must be 100% accurate based on a prepared summary of safety measures given to the class.

## SELECTED ENABLING OBJECTIVES

E7.1.1 Identify common accidents that occur within the home.

E7.1.2 Describe how to monitor a home for safety hazards.

E7.1.3 Outline safety precautions to prevent injuries in the home.

## CRITERION-REFERENCED MEASURE

C7.1 Home safety precautions identified with 100% accuracy.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

---------------Application--------------

## CONTENT/CONCEPT

7. MAINTAINING HOME SAFETY

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

7.2 Equip a first aid kit for the home

## COURSE

Life Management Skills I (8230)

7.2

## PERFORMANCE OBJECTIVE

P7.2 Given a container and access to a supply of first aid items, equip a first aid kit for the home, to be rated acceptable according to an instructor-provided checklist.

## SELECTED ENABLING OBJECTIVES

E7.2.1 List items that should be included in a first aid kit.

E7.2.2 Explain the purpose of each item in a first aid kit.

E7.2.3 Collect materials for a first aid kit.

## CRITERION-REFERENCED MEASURE

C7.2 First aid kit for the home, rated acceptable according to instructor-provided checklist.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

7. MAINTAINING HOME SAFETY

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

7.3 Demonstrate first aid procedures for minor injuries

## COURSE

Life Management Skills I (8230)

7.3

## PERFORMANCE OBJECTIVE

P7.3 Given demonstrations and information on treatment of minor injuries, demonstrate first aid for simulated minor injuries according to American Red Cross instructions.

## SELECTED ENABLING OBJECTIVES

E7.3.1 Identify sources of information on proper first aid procedures.

E7.3.2 List supplies needed for standard first aid procedures.

E7.3.3 Explain the importance of first aid for minor injuries.

E7.3.4 Collect materials for first aid treatment of a specific minor injury.

## CRITERION-REFERENCED MEASURE

C7.3 First aid for minor injuries demonstrated according to American Red Cross instructions.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

7. MAINTAINING HOME SAFETY

## TASK/COMPETENCY

7.4 Demonstrate procedures to obtain emergency aid

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

7.4

## PERFORMANCE OBJECTIVE

P7.4 Given basic information and a case study that describes the need for emergency care, demonstrate with 100% accuracy the procedure to obtain emergency aid.

## SELECTED ENABLING OBJECTIVES

E7.4.1 Define emergency aid.

E7.4.2 Identify illnesses/accidents for which one could administer emergency aid within the home.

E7.4.3 List common symptoms of illnesses for which one should call for immediate aid.

E7.4.4 Point out specific procedures to take to ensure quick access to emergency aid.

## CRITERION-REFERENCED MEASURE

C7.4 Procedure to obtain emergency aid demonstrated with 100% accuracy.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 8. MEETING NUTRITIONAL AND DIETARY NEEDS

---

## TASKS/COMPETENCIES

8.1 Identify nutrients and their functions

8.2 Relate nutrition, food habits, and exercise to health

8.3 Select nutritious foods for home and restaurant meals

----------------Application---------------

## CONTENT/CONCEPT

8. MEETING NUTRITIONAL AND DIETARY NEEDS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

8.1 Identify nutrients and their functions

## COURSE

Life Management Skills I (8230)

8.1

## PERFORMANCE OBJECTIVE

P8.1 Given a list of foods, food group chart, and other necessary references, identify the key nutrients present in each food and indicate how each nutrient functions in the body by completing a written quiz with 85% accuracy.

## SELECTED ENABLING OBJECTIVES

E8.1.1 Define nutrient, vitamin, protein, fats, carbohydrate, mineral, water, calorie, and RDA.

E8.1.2 Identify common food sources for vitamins, protein, fat, carbohydrate, mineral, and water nutrients.

E8.1.3 Identify and describe the functions of various nutrients.

E8.1.4 Distinguish between natural and synthetic nutrients.

E8.1.5 Name the basic food groups and give examples of foods found in each group.

E8.1.6 Identify nutrients found in each food group.

E8.1.7 Determine the recommended daily dietary nutrient allowances for adults, children, teenagers, infants, and pregnant and lactating women.

E8.1.8 Compare the nutrients found in selected frozen, canned, dried, instant, and fresh foods.

E8.1.9 Identify nutrients found in various "junk" foods.

E8.1.10 Explain how some nutrients are lost or added in the processing of food.

## CRITERION-REFERENCED MEASURE

C8.1 Instructor-provided written quiz, 85% accuracy.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

8. MEETING NUTRITIONAL AND DIETARY NEEDS

## TASK/COMPETENCY

8.2 Relate nutrition, food habits, and exercise to health

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

8.2

## PERFORMANCE OBJECTIVE

P8.2 Given necessary references, relate nutrition, food habits, and exercise to health by identifying on a checklist examples of foods, food habits, and exercises that promote good health in individuals of various ages. Identifications must be 90% accurate.

## SELECTED ENABLING OBJECTIVES

E8.2.1 Explain how proper nutrition promotes good health.

E8.2.2 Define nutrition, deficiency, anemia, supplement, malnourishment, folic acid, laxative, energy, lactose intolerance, and fiber.

E8.2.3 Compare and contrast health problems associated with improper eating and/or exercise, including adipose, diabetes, anorexia nervosa, bulimaresia, bulimia, bulimia nervosa, hypertension, cirrhosis, obesity, rickets, pellagra, and scurvy.

E8.2.4 Describe improper eating habits commonly practiced by teenagers.

E8.2.5 List common signs of good and poor health.

E8.2.6 Identify and practice various types of exercises useful in promoting good health.

E8.2.7 Evaluate the value of claims of proper "health" foods and supplements.

## CRITERION-REFERENCED MEASURE

C8.2 Instructor-provided checklist completed with 90% accuracy.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

---------------Application--------------

## CONTENT/CONCEPT

8. MEETING NUTRITIONAL AND DIETARY NEEDS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

8.3 Select nutritious foods for home and restaurant meals

## COURSE

Life Management Skills I (8230)

8.3

## PERFORMANCE OBJECTIVE

P8.3 Given food models, restaurant menus, and necessary references, select nutritious foods for home and restaurant meals. Selections must meet nutritional criteria outlined by the instructor.

## SELECTED ENABLING OBJECTIVES

E8.3.1 Differentiate between nutritious and non-nutritious home-prepared meals.

E8.3.2 Compare the nutritional value of foods selected from restaurant menus.

E8.3.3 Plan meals for home or restaurant preparation to meet the nutritional needs of individuals of various ages and conditions.

## CRITERION-REFERENCED MEASURE

C8.3 Home and restaurant food selections meeting nutritional criteria provided by the instructor.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 9. PREPARING TO COOK AND SERVE MEALS

---

## TASKS/COMPETENCIES

9.1 Identify kitchen utensils and tools

9.2 Use standard and metric systems to measure and weigh ingredients

9.3 Convert (increase/decrease) recipes

9.4 Demonstrate use and care of selected small appliances

9.5 Develop meal plans and service for various occasions

9.6 Set a table

9.7 Make a grocery list and estimate cost

9.8 Practice proper hygiene and safety precautions when preparing and serving meals

----------------Application--------------

## CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

9.1 Identify kitchen utensils and tools

## COURSE

Life Management Skills I (8230)

---

9.1

## PERFORMANCE OBJECTIVE

P9.1 Given assignment sheets and pictures or a display, identify kitchen utensils and tools with 100% accuracy.

## SELECTED ENABLING OBJECTIVES

E9.1.1 Differentiate among the utensils and tools used in preparing specific foods.

E9.1.2 Describe the uses of different types of kitchen utensils and tools.

E9.1.3 Identify utensils and tools used for range top and oven cooking of specific foods.

E9.1.4 Explain safety precautions associated with the use of various utensils and tools.

## CRITERION-REFERENCED MEASURE

C9.1 Kitchen utensils and tools identified with 100% accuracy.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

## TASK/COMPETENCY

9.2 Use standard and metric systems to measure and weigh ingredients

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

9.2

## PERFORMANCE OBJECTIVE

P9.2 Given proper measuring utensils, use standard and metric systems to measure and weigh ingredients. Results must be 100% accurate and procedure must be judged acceptable according to a checklist provided by the instructor.

## SELECTED ENABLING OBJECTIVES

E9.2.1 Identify common equivalents and abbreviations used in food preparation.

E9.2.2 List principles of weighing and measuring.

E9.2.3 Outline correct procedures for measuring or weighing various ingredients.

E9.2.4 Identify ingredients that are marked or sold in predetermined weights and measurements.

E9.2.5 Convert measurements from standard to metric and from metric to standard.

E9.2.6 Measure ingredients, using metric weights and measurements.

## CRITERION-REFERENCED MEASURE

C9.2 Ingredients measured and weighed with 100% accuracy; procedure judged acceptable according to instructor-provided checklist.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

## TASK/COMPETENCY

9.3 Convert (increase/decrease) recipes

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

9.3

## PERFORMANCE OBJECTIVE

P9.3 Given a standardized recipe, convert (increase/decrease) the recipe measurements to produce less than one-half and double the quantity of the original. Units of measurements must be converted with 100% accuracy.

## SELECTED ENABLING OBJECTIVES

E9.3.1 Identify common abbreviations, equivalents, and units of measurement used in recipes and food preparation.

E9.3.2 Demonstrate mathematical operations used to increase and decrease a recipe.

E9.3.3 Convert a recipe to increase the product.

E9.3.4 Convert a recipe to decrease the product.

## CRITERION-REFERENCED MEASURE

C9.3 Recipe converted with 100% accuracy.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

9.4 Demonstrate use and care of selected small appliances

## COURSE

Life Management Skills I (8230)

---

9.4

## PERFORMANCE OBJECTIVE

P9.4 Given manufacturer's guide or information sheets, demonstrate the use and care of selected small appliances in the laboratory. All safety precautions must be observed. Performance must be rated acceptable according to an instructor-prepared checklist based on manufacturers' guides or information sheets.

## SELECTED ENABLING OBJECTIVES

E9.4.1 Identify all small appliances used in the laboratory.

E9.4.2 Explain the use of each small appliance found in the laboratory.

E9.4.3 Explain instructions and safety precautions stated in the manufacturers' guides or owners' manuals for various small appliances.

E9.4.4 Demonstrate proper cleaning procedures for various small appliances.

## CRITERION-REFERENCED MEASURE

C9.4 Instructor-prepared checklist, all items rated acceptable; all safety precautions observed.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

9.5 Develop meal plans and service for various occasions

## COURSE

Life Management Skills I (8230)

9.5

## PERFORMANCE OBJECTIVE

P9.5 Given a list of various occasions, develop plans for meals and service appropriate for the occasions by completing instructor-prepared worksheets according to written guidelines.

## SELECTED ENABLING OBJECTIVES

E9.5.1 Identify types of meal service.

E9.5.2 Identify meals appropriate for various occasions.

E9.5.3 Select meal service needed for specific menus.

E9.5.4 Select meal service for various occasions.

E9.5.5 Demonstrate selected types of meal service.

## CRITERION-REFERENCED MEASURE

C9.5 Instructor-prepared worksheets completed according to written guidelines.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

## TASK/COMPETENCY

9.6 Set a table

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

9.6

## PERFORMANCE OBJECTIVE

P9.6 Given a menu, table covering, and other table appointments, set a table for a meal. Performance must be rated acceptable according to an instructor-prepared checklist.

## SELECTED ENABLING OBJECTIVES

E9.6.1 Identify various styles of formal/informal table settings.

E9.6.2 Explain the importance of proper placement of flatware, glassware, and dinnerware.

E9.6.3 Describe the uses of various table appointments.

E9.6.4 Describe accessory items used to setting a table.

E9.6.5 Explain guidelines for centerpiece selection.

E9.6.6 Plan table settings for various occasions.

## CRITERION-REFERENCED MEASURE

C9.6 Instructor-prepared checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

## TASK/COMPETENCY

9.7 Make a grocery list and estimate cost

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

9.7

## PERFORMANCE OBJECTIVE

P9.7 Given a menu, a grocery list form, and access to items already on hand, make a grocery list for the menu and estimate the cost of the items listed. The list must include all items needed in the proper categories and in amounts needed, and cost must be estimated within 5% of actual cost.

## SELECTED ENABLING OBJECTIVES

E9.7.1 Identify categories of a grocery list.

E9.7.2 List advantages of using a market list.

E9.7.3 Identify comparison shopping information.

E9.7.4 Make an inventory of food items on hand.

E9.7.5 Estimate cost of various food items from newspaper advertisements.

## CRITERION-REFERENCED MEASURE

C9.7 Complete grocery list with items in proper amounts and categories; cost estimated within 5% of actual cost.

# SELECTED INSTRUCTIONAL ACTIVITIES

# SELECTED TOOLS AND MATERIALS

# SELECTED AUDIOVISUAL MATERIALS

# SELECTED REFERENCES

---------------Application--------------

## CONTENT/CONCEPT

9. PREPARING TO COOK AND SERVE MEALS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

9.8 Practice proper hygiene and safety precautions when preparing and serving meals

## COURSE

Life Management Skills I (8230)

9.8

## PERFORMANCE OBJECTIVE

P9.8 Given an overview of hygiene and safety measures, practice proper hygiene and safety precautions when preparing and serving meals. Performance must be rated acceptable according to an instructor-prepared checklist.

## SELECTED ENABLING OBJECTIVES

E9.8.1 Outline terms and definitions related to sanitation and safety associated with meal preparation and service.

E9.8.2 Describe hygienic practices that should be followed in meal preparation and service.

E9.8.3 List guidelines for preventing accidents during meal preparation and service.

E9.8.4 Explain methods of controlling insects and rodents in areas where food is prepared and served.

E9.8.5 Evaluate laboratory and home kitchens for improper hygienic practices and safety hazards.

## CRITERION-REFERENCED MEASURE

C9.8 Instructor-prepared checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 10. SELECTING AND PURCHASING GROCERIES

---

## TASKS/COMPETENCIES

10.1 Determine best buys

10.2 Select breads and cereals for purchase

10.3 Select canned and frozen foods for purchase

10.4 Select convenience and packaged foods for purchase

10.5 Select dairy products for purchase

10.6 Select meat, fish, and poultry products for purchase

10.7 Select fresh fruits and vegetables for purchase

10.8 Select condiments and seasonings for purchase

10.9 Select non-food items for purchase

## CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

## TASK/COMPETENCY

10.1 Determine best buys

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

10.1

## PERFORMANCE OBJECTIVE

P10.1 Given priced food items, food labels, and information on unit pricing, determine best buy for each item by comparing prices according to weight and volume. Determinations must be 85% accurate according to unit pricing information provided.

## SELECTED ENABLING OBJECTIVES

E10.1.1 Explain how to use unit pricing information.

E10.1.2 Determine weight or volume of collected labels.

E10.1.3 Compare label information for the same food item, using a "no-frills" brand, a store brand, and a popular name brand.

E10.1.4 Describe the limitations of purchasing by cost alone.

E10.1.5 Identify criteria other than cost used by consumers when purchasing food items.

## CRITERION-REFERENCED MEASURE

C10.1 Determination of best buy in selected food items, 85% accuracy according to unit pricing information.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

## TASK/COMPETENCY

10.2 Select breads and cereals for purchase

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

10.2

## PERFORMANCE OBJECTIVE

P10.2 Given a market order indicating consumer-preferred bread and cereal characteristics, a food budget, and access to a variety of items, select breads and cereals for purchase. Selections must be consistent with indicated preferences, amount must not exceed planned consumption prior to product expiration date, products must represent the best value per ounce or gram based on ingredients and quality desired, and total money spent must not exceed the budget provided.

## SELECTED ENABLING OBJECTIVES

E10.2.1 Define durum wheat, gluten, pasta, kernel, processed, enriched, and presweetened.

E10.2.2 List types of breads, cereals, pasta, and rice and describe characteristics of each type.

E10.2.3 Describe advantages and disadvantages of fresh baked, brown and serve, refrigerated, frozen, and packaged bread products.

E10.2.4 Determine consumer group's needs, preferences, and priorities.

E10.2.5 Estimate number of servings of bread and cereal that will be consumed before the next shopping period.

E10.2.6 Read and interpret product labels.

E10.2.7 Compare brands with comparable ingredients for best price per ounce or gram.

E10.2.8 Determine expiration dates on selected packages.

E10.2.9 Determine amount required based on specified number of servings and servings per package.

E10.2.10 Prepare a list of guidelines for buying bread and cereals.

## CRITERION-REFERENCED MEASURE

C10.2 Bread and cereal selections consistent with consumer-preferred characteristics; amount not to exceed planned consumption before expiration date; products to represent best value per ounce or gram based on ingredients and quality desired; and total money spent not to exceed budget.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

## TASK/COMPETENCY

10.3 Select canned and frozen foods for purchase

---------------Application---------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

10.3

## PERFORMANCE OBJECTIVE

P10.3 Given access to a specified family/consumer group and food items, select canned and frozen foods for purchase. Selections must be consistent with consumer-preferred characteristics, must show no evidence of spoilage, and must represent the best value per ounce or gram based on ingredients and quality desired.

## SELECTED ENABLING OBJECTIVES

E10.3.1 Explain how food cans are "sized."

E10.3.2 Compare the advantages and disadvantages of canned and frozen goods.

E10.3.3 Identify the need for air-tight packaging (i.e., to prevent freezer burn and discoloration).

E10.3.4 Determine consumer preference as to sugar content, sodium content, caloric content, variety or brand of product, and type of packaging.

E10.3.5 Interpret labels to determine desired characteristics.

E10.3.6 Compare canned brands for amount of liquid versus solid fruit or vegetable and relate to price charged.

E10.3.7 Determine size of cans and frozen foods that will provide the most servings at least cost for the specified number of persons to be served.

E10.3.8 Examine containers and packages for damage.

E10.3.9 Calculate the servings/cost ratio of fresh and canned products of the same quality.

E10.3.10 List guidelines for storing canned and frozen foods selected.

## CRITERION-REFERENCED MEASURE

C10.3 Canned and frozen foods selections consistent with consumer-preferred characteristics, showing no evidence of spoilage, and representing best value per ounce or gram based on ingredients and quality desired.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

## TASK/COMPETENCY

10.4 Select convenience and packaged foods for purchase

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

10.4

## PERFORMANCE OBJECTIVE

P10.4 Given a specified consumer group, money, and access to a grocery store, select convenience and packaged foods for purchase. Selections must be consistent with characteristics preferred by the consumer group, containers must show no evidence of damage or food spoilage, and products must represent the best value according to consumers' preference.

## SELECTED ENABLING OBJECTIVES

E10.4.1 Identify and describe convenience foods, including mixes; canned and frozen produce; frozen dinners; ready-to-eat cereal; instant soups, beverages, and cereals; bakery products; and delicatessen products.

E10.4.2 Explain the need for air-tight packaging to preserve freshness.

E10.4.3 Identify and describe dietary controls which may need to be considered in making convenience food purchases, including sugar content, sodium content, nutritional value, preservatives, food additives, expiration date, intended use of the product, and preparation time.

E10.4.4 Determine consumer preferences as to variety or brand, calorie content, nutritional value, presence of food additive and preservatives, expiration date, intended use of the product, and preparation time.

E10.4.5 Explain how to examine convenience and packaged food labels for desired characteristics.

E10.4.6 Compare the cost, quality, and weight of convenience and packaged foods.

E10.4.7 Determine the number and size of servings of selected convenience and packaged items.

E10.4.8 Check cans, containers, or packaging for signs of damage or food spoilage.

E10.4.9 Purchase selected convenience foods.

## CRITERION-REFERENCED MEASURE

C10.4 Convenience and packaged food selections consistent with characteristics preferred by consumer group; no evidence of package damage or food spoilage; representative of best value according to consumers' preference.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

## ----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

10.5 Select dairy products for purchase

## COURSE

Life Management Skills I (8230)

---

10.5

## PERFORMANCE OBJECTIVE

P10.5 Given a market order and access to grocery items, select dairy products for purchase. Selections must be of sufficient quantity and quality to meet the market list, must be marked with the latest expiration date available, and must be the most economical of comparable quality brands.

## SELECTED ENABLING OBJECTIVES

E10.5.1 Identify different kinds of milk and appropriate uses for each kind, including homogenized whole milk, skim or low-fat milk, non-fat dry milk, chocolate milk, buttermilk, yogurt, evaporated milk, and sweetened condensed milk.

E10.5.2 Define the following terms as used for butter or margarine: sweet, unsalted, whipped, liquid, hydrogenated, and partially hydrogenated.

E10.5.3 Define fresh cheese, natural (ripened) cheese, cheddar, processed cheese, swiss, parmesan, mozzarella, cottage cheese, and cream cheese.

E10.5.4 Compare the cost of one variety of cheese in differently packaged forms, such as sliced and individually wrapped, grated, snack package, 6-ounce, 12-ounce, and 1-pound packages.

E10.5.5 Describe and give an example of the following frozen desserts: iced sherbet, milk sherbet, French ice cream, ice milk, mousse, and parfait.

E10.5.6 Prepare a list of guidelines for selecting and purchasing dairy products.

## CRITERION-REFERENCED MEASURE

C10.5 Dairy product selections of sufficient quantity and quality to meet market list, marked with latest expiration date available, and most economical of comparable quality brands.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

## TASK/COMPETENCY

10.6 Select meat, fish, and poultry products for purchase

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

10.6

## PERFORMANCE OBJECTIVE

P10.6 Given a list of consumer-preferred characteristics and access to various types and forms of meat, fish, and poultry, select meat, fish, and poultry products for purchase. Selections must be consistent with consumer preferences, must fall within government standard grade ratings, and must be enclosed in clean, damage-free packaging.

## SELECTED ENABLING OBJECTIVES

E10.6.1 Identify kinds, cuts, grades, and forms of meat products.

E10.6.2 Identify the kinds and forms of fish and seafood products.

E10.6.3 Identify the kinds, classes, and forms of poultry and poultry products.

E10.6.4 Identify game meats.

E10.6.5 List nutrients found in various meat, fish, and poultry products.

E10.6.6 Prepare guidelines for the purchase of meat, fish, and poultry.

## CRITERION-REFERENCED MEASURE

C10.6 Meat, fish, and poultry products selected, consistent with characteristics preferred by consumer group, within government standard grade ratings, and enclosed in clean, damage-free packaging.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

10.7 Select fresh fruits and vegetables for purchase

## COURSE

Life Management Skills I (8230)

10.7

## PERFORMANCE OBJECTIVE

P10.7 Given a market order and access to grocery store, select fresh fruits and vegetables for purchase. Selections must be fresh (free of bruises, wilting, shrinking, dullness, and blemishes) and the price paid must be the most economical to obtain desired quality and quantity.

## SELECTED ENABLING OBJECTIVES

E10.7.1 Classify fresh fruits according to nutritive value.

E10.7.2 Classify fresh vegetables according to root, stem, leaf, flower, fruit, and seed.

E10.7.3 List guidelines for selecting good quality fruits and vegetables, including considerations such as color, shape, texture, size, weight, and aroma.

E10.7.4 Compare price and quality of available fresh fruits and vegetables both in and out of season.

## CRITERION-REFERENCED MEASURE

C10.7 Fresh fruit and vegetable selections meeting criteria for freshness and most economical to obtain desired quality and quantity.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

## TASK/COMPETENCY

10.8 Select condiments and seasonings for purchase

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

10.8

## PERFORMANCE OBJECTIVE

P10.8 Given a market order and access to food items, select condiments and seasonings for purchase. Selections must be the most economical of comparable brands, and spices must have strong aroma.

## SELECTED ENABLING OBJECTIVES

E10.8.1 Define herbs, spices, blends, and aroma.

E10.8.2 List examples of herbs, spices, and blends.

E10.8.3 State uses for selected herbs, spices, and blends.

E10.8.4 Identify the main spices or seasonings used in selected international dishes (e.g., pizza, shish kebabs, and sukiyaki).

E10.8.5 Prepare guidelines for selecting and purchasing seasonings and spices.

E10.8.6 Determine the kinds of spices and seasonings needed for a market order.

E10.8.7 Determine the amount of spices or seasonings to purchase.

E10.8.8 Compare brand content and prices.

## CRITERION-REFERENCED MEASURE

C10.8 Condiments and seasonings selected that are the most economical of comparable brands; spices with strong aroma.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

10. SELECTING AND PURCHASING GROCERIES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

10.9 Select non-food items for purchase

## COURSE

Life Management Skills I (8230)

10.9

## PERFORMANCE OBJECTIVE

P10.9 Given a market order and access to a grocery store, select assigned non-food items for purchase. Selections must be rated acceptable according to criteria provided by the instructor.

## SELECTED ENABLING OBJECTIVES

E10.9.1 List non-food items commonly used within the home that may be purchased at the grocery store.

E10.9.2 Compare price lists of non-food items at three different stores.

E10.9.3 Compare the advantages and disadvantages of popular name brands and store brands of the same non-food items.

E10.9.4 Compile a market order of needed non-food items according to weekly or monthly food budget.

## CRITERION-REFERENCED MEASURE

C10.9 Non-food items selected, rated acceptable according to criteria provided by the instructor.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 11. PREPARING FRUITS AND VEGETABLES

---

## TASKS/COMPETENCIES

11.1 Identify and compare methods of preparing fruits and vegetables

11.2 Prepare garnishes

11.3 Prepare salads, using fruits and vegetables

11.4 Prepare fruits and vegetables by steaming, simmering, and microwaving

## CONTENT/CONCEPT

11. PREPARING FRUITS AND VEGETABLES

## TASK/COMPETENCY

11.1 Identify and compare methods of preparing fruits and vegetables

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

11.1

## PERFORMANCE OBJECTIVE

P11.1 Given an overview of fruit and vegetable preparation, identify with 90% accuracy methods of preparing fruits and vegetables and compare by stating the advantages and disadvantages of each method identified, according to guidelines provided in class.

## SELECTED ENABLING OBJECTIVES

E11.1.1 List ways of cooking fruits and vegetables and advantages of each.

E11.1.2 Identify techniques for preparing fruits and vegetables for cooking.

E11.1.3 Identify the varieties of fruits and vegetables available in multiple forms, i.e., fresh, frozen, canned, dried.

E11.1.4 Identify criteria for well cooked fruits and vegetables.

## CRITERION-REFERENCED MEASURE

C11.1 Methods of preparing fruits and vegetables and advantages and disadvantages of each method stated with 90% accuracy according to guidelines provided.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

11. PREPARING FRUITS AND VEGETABLES

## TASK/COMPETENCY

11.2 Prepare garnishes

--------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

11.2

## PERFORMANCE OBJECTIVE

P11.2 Given appropriate fruits and vegetables, prepare garnishes for a minimum of five dishes: a salad, a fruit, a vegetable, a meat, and a dessert. Results must be rated acceptable according to an instructor-provided checklist.

## SELECTED ENABLING OBJECTIVES

E11.2.1 Define garnish.

E11.2.2 Identify suitable garnishes for various types of foods.

E11.2.3 List ten fruits or vegetables that can be used for garnishes.

E11.2.4 Explain the function and nutritional value of garnishes.

## CRITERION-REFERENCED MEASURE

C11.2 Instructor-provided checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

11. PREPARING FRUITS AND VEGETABLES

## TASK/COMPETENCY

11.3 Prepare salads, using fruits and vegetables

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

11.3

## PERFORMANCE OBJECTIVE

P11.3 Given a recipe and access to ingredients and equipment, prepare a salad, using fresh fruits or vegetables. The ingredients must be cut large enough to retain their identity, must be well drained, and must retain their original color.

## SELECTED ENABLING OBJECTIVES

E11.3.1 Identify kinds of salads (tossed, main dish, accompaniment, and fruit salad).

E11.3.2 Explain need for variety in salad making.

E11.3.3 Identify types and forms of vegetables used in salads.

E11.3.4 Identify types and forms of fruits used in salads.

E11.3.5 Outline procedure for preparing fruits and vegetables for salads.

E11.3.6 Identify appropriate accompaniments for salads.

E11.3.7 Explain serving techniques for all types of salads.

## CRITERION-REFERENCED MEASURE

C11.3 Fruit or vegetable salad prepared with ingredients well drained and retaining their identity and original color.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

11. PREPARING FRUITS AND VEGETABLES

## TASK/COMPETENCY

11.4 Prepare fruits and vegetables by steaming, simmering, and microwaving

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

11.4

## PERFORMANCE OBJECTIVE

P11.4 Given fruits and vegetables and access to equipment, prepare fruits and vegetables by steaming, simmering, and microwaving. Fruits and vegetables must be crisp in texture, not mushy, and must retain their original cut, shape, and color.

## SELECTED ENABLING OBJECTIVES

E11.4.1 Compare methods of steaming and simmering on top of the stove and microwaving fruits and vegetables.

E11.4.2 Compare and contrast fresh, frozen, and canned fruits and vegetables steamed and simmered on top of stove and steamed and simmered by microwave.

E11.4.3 Explain how steaming, simmering, and microwaving can preserve the natural shape, color, and nutritive value of fruits and vegetables.

## CRITERION-REFERENCED MEASURE

C11.4 Fruits and vegetables steamed, simmered, and microwaved, crisp in texture, not mushy, and retaining their original cut, shape, and color.

# SELECTED INSTRUCTIONAL ACTIVITIES

# SELECTED TOOLS AND MATERIALS

# SELECTED AUDIOVISUAL MATERIALS

# SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 12. PREPARING BEVERAGES

---

## TASKS/COMPETENCIES

12.1 Make coffee and tea

12.2 Prepare a hot milk beverage

12.3 Prepare ice cream beverages (malts and milkshakes)

12.4 Prepare punch

12.5 Prepare beverage powders and frozen juices

## CONTENT/CONCEPT

12. PREPARING BEVERAGES

## TASK/COMPETENCY

12.1 Make coffee and tea

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

12.1

## PERFORMANCE OBJECTIVE

P12.1 Given the principles and methods of preparation, make coffee and tea according to instructions provided. Both beverages must be clear, mild, and free from grounds/leaves, and have a good flavor with no bitter taste.

## SELECTED ENABLING OBJECTIVES

E12.1.1 Identify operational procedures for each type of coffee maker.

E12.1.2 Identify different types of coffee and tea.

E12.1.3 Identify methods of storage for ground coffee and tea leaves.

E12.1.4 Describe well brewed coffee and tea.

E12.1.5 Explain two methods of brewing tea.

E12.1.6 Explain proper service of coffee and tea.

## CRITERION-REFERENCED MEASURE

C12.1 Coffee and tea prepared according to instructions; clear, mild, free from grounds/leaves, and a good flavor with no bitter taste.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

12. PREPARING BEVERAGES

## TASK/COMPETENCY

12.2 Prepare a hot milk beverage

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

12.2

## PERFORMANCE OBJECTIVE

P12.2 Given a recipe, ingredients, and necessary utensils and equipment, prepare a hot milk beverage according to the recipe. The beverage must not be scorched, must be thoroughly blended with no lumps or undissolved particles, must be hot but not scalding, and must be free of "skin."

## SELECTED ENABLING OBJECTIVES

E12.2.1 Describe two methods of making hot milk beverages.

E12.2.2 Demonstrate accurate measurements of ingredients.

E12.2.3 Identify milk cookery principles.

## CRITERION-REFERENCED MEASURE

C12.2 Hot milk beverage prepared according to recipe; not scorched, thoroughly blended with no lumps or undissolved particles, hot but not scalding, and free of "skin."

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

12. PREPARING BEVERAGES

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

12.3 Prepare ice cream beverages (malts and milkshakes)

## COURSE

Life Management Skills I (8230)

12.3

## PERFORMANCE OBJECTIVE

P12.3 Given a recipe, ingredients, and access to utensils and equipment, prepare an ice cream beverage (malt or milkshake) according to the recipe. The beverage must be well blended, cold, firm, and not runny.

## SELECTED ENABLING OBJECTIVES

E12.3.1 Identify equipment used to make milkshakes.

E12.3.2 Describe safety precautions to follow when using an electric appliance.

E12.3.3 Identify various types of milk products suitable for use in ice cream beverages.

E12.3.4 Explain serving techniques for milkshakes.

## CRITERION-REFERENCED MEASURE

C12.3 Ice cream beverage prepared according to recipe; well blended, cold, firm and not runny.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

12. PREPARING BEVERAGES

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

12.4 Prepare punch

## COURSE

Life Management Skills I (8230)

12.4

## PERFORMANCE OBJECTIVE

P12.4 Given a recipe, ingredients, and access to utensils and equipment, prepare punch according to the recipe. The ingredients must be evenly combined, garnished, and very cold.

## SELECTED ENABLING OBJECTIVES

E12.4.1 Identify a variety of punches.

E12.4.2 List types of ingredients used in punch recipes.

E12.4.3 Identify methods of garnishing punch.

## CRITERION-REFERENCED MEASURE

C12.4 Punch prepared according to recipe; ingredients evenly combined, garnished, and very cold.

# SELECTED INSTRUCTIONAL ACTIVITIES

# SELECTED TOOLS AND MATERIALS

# SELECTED AUDIOVISUAL MATERIALS

# SELECTED REFERENCES

## CONTENT/CONCEPT

12. PREPARING BEVERAGES

## TASK/COMPETENCY

12.5 Prepare beverage powders and frozen juices

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

12.5

## PERFORMANCE OBJECTIVE

P12.5 Given beverage powder, frozen juice, and other ingredients, prepare beverages according to manufacturer's instructions.

## SELECTED ENABLING OBJECTIVES

E12.5.1 Demonstrate procedure for blending liquids and powders.

E12.5.2 Identify types of frozen juice.

E12.5.3 Explain proper serving techniques for beverages.

## CRITERION-REFERENCED MEASURE

C12.5 Beverage powders and frozen juices prepared according to manufacturer's instructions.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 13. PREPARING BREADS AND CEREALS

---

## TASKS/COMPETENCIES

13.1 Prepare french toast

13.2 Prepare quick breads

13.3 Prepare pizza

13.4 Prepare sandwiches

## CONTENT/CONCEPT

13. PREPARING BREADS AND CEREALS

## TASK/COMPETENCY

13.1 Prepare french toast

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

13.1

## PERFORMANCE OBJECTIVE

P13.1 Given a recipe and necessary ingredients, prepare french toast according to the recipe. The toast must be a light golden brown on both sides.

## SELECTED ENABLING OBJECTIVES

E13.1.1 Identify types of toast, including french toast, waffled french toast, oven toast, broiler toast, melba toast, toast cups, and cinnamon toast.

E13.1.2 Select ingredients used to prepare french toast.

E13.1.3 Determine the nutrient value of french toast.

E13.1.4 Identify desirable characteristics of french toast.

## CRITERION-REFERENCED MEASURE

C13.1 French toast prepared according to recipe; light golden brown on both sides.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

13. PREPARING BREADS AND CEREALS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

13.2 Prepare quick breads

## COURSE

Life Management Skills I (8230)

13.2

## PERFORMANCE OBJECTIVE

P13.2 Given a variety of recipes and ingredients, prepare a selected quick bread according to the recipe. Results must be rated acceptable according to an instructor-provided checklist for the type of quick bread selected.

## SELECTED ENABLING OBJECTIVES

E13.2.1 Match terms associated with quick breads to the correct definitions.

E13.2.2 Identify types of quick breads and their primary ingredients.

E13.2.3 Explain methods of making quick breads.

E13.2.4 List desirable characteristics of various types of quick breads.

E13.2.5 Outline a step-by-step mixing procedure for a specific quick bread.

## CRITERION-REFERENCED MEASURE

C13.2 Selected quick bread prepared according to recipe, rated acceptable according to instructor-provided checklist.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

13. PREPARING BREADS AND CEREALS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

13.3 Prepare pizza

## COURSE

Life Management Skills I (8230)

---

13.3

## PERFORMANCE OBJECTIVE

P13.3 Given a recipe and ingredients, prepare a pizza according to the recipe. Pizza must have a lightly browned, firm crust, and any cheese used must be melted but not burned.

## SELECTED ENABLING OBJECTIVES

E13.3.1 Explain the step-by-step procedure for preparing pizza crust.

E13.3.2 Identify desirable characteristics of pizza.

E13.3.3 Demonstrate steps for preparing pizza.

E13.3.4 Identify various ways to prepare pizza.

## CRITERION-REFERENCED MEASURE

C13.3 Pizza prepared according to recipe, with lightly browned, firm crust and melted, not burned cheese.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

13. PREPARING BREAD AND CEREALS

## TASK/COMPETENCY

13.4 Prepare sandwiches

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

13.4

## PERFORMANCE OBJECTIVE

P13.4 Given a standard recipe and necessary ingredients, prepare a cold, toasted, open-face, or grilled sandwich, resulting in a standardized product. Performance must be rated acceptable by the instructor, using a checklist for the type of sandwich prepared.

## SELECTED ENABLING OBJECTIVES

E13.4.1 Identify various kinds of hot, cold, open-face, and grilled sandwiches.

E13.4.2 List examples of appropriate sandwich fillings for each type.

E13.4.3 Explain proper sandwich storage.

E13.4.4 Demonstrate preparation and proper storage of selected sandwich fillings.

E13.4.5 Identify types of breads used for sandwiches.

## CRITERION-REFERENCED MEASURE

C13.4 Standardized cold, toasted, open-face, or grilled sandwich; performance rated acceptable according to instructor-provided checklist for type of sandwich prepared.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 14. PREPARING EGGS AND DAIRY PRODUCTS

---

## TASKS/COMPETENCIES

14.1 Prepare eggs and omelets

14.2 Prepare milk-based dishes and sauces

14.3 Prepare dips

-------------------Application-------------------

## CONTENT/CONCEPT

14. PREPARING EGGS AND DAIRY PRODUCTS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

14.1 Prepare eggs and omelets

## COURSE

Life Management Skills I (8230)

---

14.1

## PERFORMANCE OBJECTIVE

P14.1 Given principles and methods of egg cookery, equipment, supplies, and necessary ingredients, prepare eggs and omelets. The eggs should be bright and clear, tender, and have a pleasing flavor. Performance must be rated acceptable according to an instructor-provided checklist for the cooking method selected.

## SELECTED ENABLING OBJECTIVES

E14.1.1 Explain how eggs are labeled and graded.

E14.1.2 Identify nutritional value of eggs and egg dishes.

E14.1.3 Define omelet/omelette.

E14.1.4 Identify methods of cooking eggs and omelets.

E14.1.5 Identify desirable characteristics of eggs and omelets prepared according to different procedures.

E14.1.6 Demonstrate serving techniques for eggs and omelets.

## CRITERION-REFERENCED MEASURE

C14.1 Eggs and omelets prepared; eggs bright and clear, tender, with pleasing flavor; performance rated acceptable according to instructor-provided checklist for selected cooking method.

# SELECTED INSTRUCTIONAL ACTIVITIES

# SELECTED TOOLS AND MATERIALS

# SELECTED AUDIOVISUAL MATERIALS

# SELECTED REFERENCES

## CONTENT/CONCEPT

14. PREPARING EGGS AND DAIRY PRODUCTS

## TASK/COMPETENCY

14.2 Prepare milk-based dishes and sauces

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

14.2

## PERFORMANCE OBJECTIVE

P14.2 Given recipes, equipment, supplies, and necessary ingredients, prepare a milk-based dish and sauce according to recipes selected. Final products must be smooth and free of lumps, have a rich, creamy texture, and have a consistency appropriate for their use.

## SELECTED ENABLING OBJECTIVES

E14.2.1 Define milk-based dish and white sauce.

E14.2.2 Explain white sauce preparation techniques.

E14.2.3 Identify various uses of milk-based dishes and a basic sauce recipe (e.g., cream soup, chowder).

E14.2.4 Identify the desirable qualities of good milk-based dishes and sauces.

## CRITERION-REFERENCED MEASURE

C14.2 Milk-based dish and sauce prepared according to recipes; resulting products smooth and free of lumps, with rich, creamy texture and consistency appropriate for intended use.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

---------------Application---------------

## CONTENT/CONCEPT

14. PREPARING EGGS AND DAIRY PRODUCTS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

14.3 Prepare dips

## COURSE

Life Management Skills I (8230)

14.3

## PERFORMANCE OBJECTIVE

P14.3 Given a recipe and ingredients, prepare a dip according to the recipe. Product must be creamy and well blended throughout and have a consistency that will not drip or run.

## SELECTED ENABLING OBJECTIVES

E14.3.1 Identify types of dips.

E14.3.2 Identify different types of dairy products used to prepare dips.

E14.3.3 Describe or demonstrate how dips are served and give examples of appropriate occasions for their use.

## CRITERION-REFERENCED MEASURE

C14.3 Dip prepared according to recipe; product creamy and well blended and of consistency that does not drip or run.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 15. PREPARING MEAT, FISH, AND POULTRY

---

## TASKS/COMPETENCIES

15.1 Identify methods of preparing meat, fish, or poultry

15.2 Deep fry or pan fry meat

-----------------Application---------------

## CONTENT/CONCEPT

15. PREPARING MEAT, FISH, AND POULTRY

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

15.1 Identify methods of preparing meat, fish, or poultry

## COURSE

Life Management Skills I (8230)

15.1

## PERFORMANCE OBJECTIVE

P15.1 Given necessary resources, guidelines, and a list of different types and cuts, identify methods of preparing each cut or type of fish, meat, or poultry. Identification must be 85% accurate according to guidelines provided.

## SELECTED ENABLING OBJECTIVES

E15.1.1 Describe cooking methods used for preparing meats.

E15.1.2 Describe cooking methods used for preparing fish.

E15.1.3 Describe cooking methods used for preparing poultry.

E15.1.4 Explain microwave cookery of meat, poultry, or fish.

E15.1.5 Describe dry heat, moist heat, and frying methods, including broiling, pan broiling, roasting, braising, simmering, pan frying, and deep-fat frying.

## CRITERION-REFERENCED MEASURE

C15.1 Methods of cooking meat, fish, or poultry identified with 85% accuracy according to guidelines provided.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

15. PREPARING MEAT, FISH, AND POULTRY

## TASK/COMPETENCY

15.2 Deep fry or pan fry meat, fish, or poultry

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

LIFE MANAGEMENT SKILLS I (3230)

15.2

## PERFORMANCE OBJECTIVE

P15.2 Given instructions and all necessary ingredients, supplies, and equipment, deep fry or pan fry a piece of meat, fish, or poultry according to instructions. The resulting product must be evenly browned, well done, free of grease, and easy to cut.

## SELECTED ENABLING OBJECTIVES

E15.2.1 Identify cuts or types of meats, fish, and poultry suitable for deep-fat and pan frying.

E15.2.2 Explain or demonstrate how to prepare meat, fish, or poultry for frying.

E15.2.3 Outline deep-fat and pan-frying procedures.

E15.2.4 Explain how to test for doneness.

E15.2.5 List and follow applicable safety rules.

## CRITERION-REFERENCED MEASURE

C15.2 Piece of meat, fish, or poultry deep-fat or pan-fried according to instructions; evenly browned, well done, free of grease, and easy to cut.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 16. PREPARING DESSERTS AND SNACKS

---

## TASKS/COMPETENCIES

16.1 Identify and prepare nutritious snacks
16.2 Prepare a cake
16.3 Frost a cake
16.4 Prepare puddings and custards
16.5 Prepare cookies

## CONTENT/CONCEPT

16. PREPARING DESSERTS AND SNACKS

## TASK/COMPETENCY

16.1 Identify and prepare nutritious snacks

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

16.1

## PERFORMANCE OBJECTIVE

P16.1 Given recipes, identify with 100% accuracy a recipe for a nutritious snack and prepare according to the recipe.

## SELECTED ENABLING OBJECTIVES

E16.1.1 Define nutritious snack.

E16.1.2 Identify basic food requirements for teenagers (P8.1).

E16.1.3 Compile a list of nutritious snacks.

E16.1.4 Identify snacks to avoid and explain their lack of value.

E16.1.5 Prepare a nutritious snack.

## CRITERION-REFERENCED MEASURE

C16.1 Recipe for nutritious snack identified with 100% accuracy; snack prepared according to recipe.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

16. PREPARING DESSERTS AND SNACKS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

16.2 Prepare a cake

## COURSE

Life Management Skills I (8230)

16.2

## PERFORMANCE OBJECTIVE

P16.2 Given a recipe and necessary ingredients, prepare a cake according to the recipe. The cake must be symmetrical in shape, with a slightly rounded top; the crust must be thin; the crumb must be even and fine in grain; and the texture must be moist and tender.

## SELECTED ENABLING OBJECTIVES

E16.2.1 Identify characteristics of various types of cakes.

E16.2.2 Explain preparation procedures for butter-type cakes.

E16.2.3 Explain preparation procedures for foam-type cakes.

E16.2.4 Identify the advantages and disadvantages of using packaged cake mixes.

E16.2.5 Identify bakeware used for cakes.

E16.2.6 Identify qualities of a good cake.

E16.2.7 Demonstrate how to store cakes properly.

E16.2.8 Demonstrate microwave cake baking.

## CRITERION-REFERENCED MEASURE

C16.2 Cake prepared according to recipe; symmetrical in shape, with slightly rounded top; thin crust; even and fine-grained crumb; moist and tender texture.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

16. PREPARING DESSERTS AND SNACKS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

16.3 Frost a cake

## COURSE

Life Management Skills I (3230)

---

16.3

## PERFORMANCE OBJECTIVE

P16.3 Given tools and equipment, a cake, and prepared frostings, frost a cake. Frosting must be applied so it is level and smooth; frosted cake must have straight sides and a flat top; and frosting must not be spread too thickly.

## SELECTED ENABLING OBJECTIVES

E16.3.1 Identify ingredients for preparing cooked and uncooked frostings.

E16.3.2 Explain or demonstrate preparation of cooked and uncooked frostings.

E16.3.3 Identify qualities of good frostings.

E16.3.4 Prepare a cake for frosting.

E16.3.5 Explain procedure for frosting a layer cake.

E16.3.6 Explain procedure for frosting the sides and top of a cake.

## CRITERION-REFERENCED MEASURE

C16.3 Cake frosting applied so it is level and smooth; frosted cake has straight sides and a flat top; and frosting is not spread too thickly.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

16. PREPARING DESSERTS AND SNACKS

## TASK/COMPETENCY

16.4 Prepare puddings and custards

---------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

16.4

## PERFORMANCE OBJECTIVE

P16.4 Given a recipe, a mold, and necessary ingredients, prepare a molded pudding or custard according to the recipe. Product must be velvety smooth throughout and must be delicate, yet firm enough to hold the shape of a mold when turned from it.

## SELECTED ENABLING OBJECTIVES

E16.4.1 Identify the differences between puddings and custards.

E16.4.2 Explain step-by-step preparation procedures for puddings and custards.

E16.4.3 Identify equipment needed to make puddings and custards.

E16.4.4 Identify qualities of good puddings and custards.

E16.4.5 Identify commercially packaged puddings.

E16.4.6 Explain milk cookery principles (P12.2)

## CRITERION-REFERENCED MEASURE

C16.4 Pudding or custard prepared according to recipe; velvety smooth throughout; and delicate, yet firm enough to hold shape of mold.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

16. PREPARING DESSERTS AND SNACKS

## TASK/COMPETENCY

16.5 Prepare cookies

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

16.5

## PERFORMANCE OBJECTIVE

P16.5 Given a standard recipe and necessary ingredients, prepare cookies according to the recipe. Results must be rated acceptable according to an instructor-provided checklist for the type of cookies prepared.

## SELECTED ENABLING OBJECTIVES

E16.5.1 Identify the six categories of cookies.

E16.5.2 List packaged convenience cookie mixes.

E16.5.3 Select equipment needed for making cookies.

E16.5.4 Identify qualities of a good cookie product.

E16.5.5 Explain procedure for preparing each of the six types of cookies.

E16.5.6 Explain or demonstrate proper storage of cookies.

## CRITERION-REFERENCED MEASURE

C16.5 Cookies prepared according to recipe; results rated acceptable according to instructor-provided checklist for the type of cookie prepared.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 17. MAINTAINING CLEANLINESS AND SANITATION

---

## TASKS/COMPETENCIES

17.1 Wash and dry tableware and cookware

17.2 Store tableware and cooking utensils

17.3 Store leftovers

17.4 Clean table and counter areas

17.5 Clean interior and exterior of kitchen cabinets

17.6 Clean appliances and cooking equipment

17.7 Dispose of garbage

--------------Application--------------

## CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND SANITATION

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

17.1 Wash and dry tableware and cookware

## COURSE

Life Management Skills I (8230)

17.1

## PERFORMANCE OBJECTIVE

P17.1 Given necessary equipment and supplies, wash and dry tableware and cookware so that all items are free of food particles and water spots. Performance must be rated acceptable according to instructor-prepared checklist based on method used.

## SELECTED ENABLING OBJECTIVES

E17.1.1 Identify supplies needed for washing and drying tableware and cookware.

E17.1.2 Classify various types of tableware and cookware.

E17.1.3 Compare procedures for hand washing and drying of tableware and cookware with procedures for using dishwasher.

E17.1.4 Demonstrate proper loading of dishwasher according to manufacturer's instructions.

E17.1.5 Compare outcomes of washing and drying tableware and cookware by hand and by dishwasher.

E17.1.6 Explain the importance of sanitation procedures related to tableware and cookware.

## CRITERION-REFERENCED MEASURE

C17.1 Instructor-prepared checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND SANITATION

## TASK/COMPETENCY

17.2 Store tableware and cooking utensils

--------------Application-------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

17.2

## PERFORMANCE OBJECTIVE

P17.2 Given guidelines for storage and selected pieces of tableware and cooking utensils, store the items to meet all considerations listed in the guidelines provided.

## SELECTED ENABLING OBJECTIVES

E17.2.1 Outline storage procedures for tableware, dishes, and cooking utensils.

E17.2.2 Identify storage aids that save space.

E17.2.3 Plan storage areas that increase time and energy efficiency.

E17.2.4 Explain advantages of proper storage of tableware, dishes, and cooking utensils.

## CRITERION-REFERENCED MEASURE

C17.2 Tableware and cooking utensils stored to meet all considerations listed in instructor-provided guidelines.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND SANITATION

## TASK/COMPETENCY

17.3 Store leftovers

----------------Application---------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

17.3

## PERFORMANCE OBJECTIVE

P17.3 Given five leftover foods, one from each of the categories of dairy products, meats, fresh vegetables, fruits, and breads, store leftovers according to established rules provided. Stored foods must retain high quality.

## SELECTED ENABLING OBJECTIVES

E17.3.1 List rules for proper food storage.

E17.3.2 Identify proper storage methods for various food items.

E17.3.3 Explain the importance of storing leftovers properly.

## CRITERION-REFERENCED MEASURE

C17.3 Leftover foods stored according to established rules, to retain high quality.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND SANITATION

## TASK/COMPETENCY

17.4 Clean table and counter areas

-----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

17.4

## PERFORMANCE OBJECTIVE

P17.4 Given cleaning supplies and equipment, clean table and counter areas according to specifications set by the instructor. All food and spots must be removed.

## SELECTED ENABLING OBJECTIVES

E17.4.1 Identify cleaning procedures for table and counter areas.

E17.4.2 Determine appropriate cleaning agents.

E17.4.3 Develop criteria for cleaning table and counter areas.

## CRITERION-REFERENCED MEASURE

C17.4 Table and counter areas cleaned according to specifications provided; all foo and spots removed.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND SANITATION

## TASK/COMPETENCY

17.5 Clean interior and exterior of kitchen cabinets

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

17.5

## PERFORMANCE OBJECTIVE

P17.5 Given cleaning supplies and equipment, clean the interior and exterior of kitchen cabinets according to procedure outlined by the instructor. Cabinets must be free of dust, fingerprints, grease, and crumbs.

## SELECTED ENABLING OBJECTIVES

E17.5.1 Identify cleaning agents for use on interior and exterior of cabinets.

E17.5.2 Develop a plan for cleaning and sanitizing kitchen areas.

E17.5.3 Compare cleaning requirements for cabinets made of different materials.

## CRITERION-REFERENCED MEASURE

C17.5 Interior and exterior of kitchen cabinets cleaned according to procedure outlined by instructor, to be free of dust, fingerprints, grease, and crumbs.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND SANITATION

## TASK/COMPETENCY

17.6 Clean appliances and cooking equipment

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

·Life Management Skills I (8230)

17.6

## PERFORMANCE OBJECTIVE

P17.6 Given manufacturer's care manuals and selected cleaning agents, clean appliances and cooking equipment according to instructions given in the manuals. All safety precautions must be observed. Performance will be evaluated on an ongoing basis.

## SELECTED ENABLING OBJECTIVES

E17.6.1 Identify various large and small appliances and cooking equipment.

E17.6.2 Differentiate between cleaning agents used for appliances and those used for cooking equipment.

E17.6.3 Explain safety precautions to be followed when cleaning appliances and cooking equipment.

E17.6.4 Outline procedure for cleaning various large appliances.

## CRITERION-REFERENCED MEASURE

C17.6 Appliances and cooking equipment cleaned according to manufacturer's instructions; all safety precautions observed.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

17. MAINTAINING CLEANLINESS AND SANITATION

## TASK/COMPETENCY

17.7 Dispose of garbage

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

17.7

## PERFORMANCE OBJECTIVE

P17.7 Given necessary equipment and supplies, dispose of garbage, using appropriate procedures for cleaning and sanitizing garbage disposal areas. Performance must be rated acceptable according to instructor-prepared checklist.

## SELECTED ENABLING OBJECTIVES

E17.7.1 Identify methods of disposing of garbage.

E17.7.2 Explain the difference between cleaning and sanitizing.

E17.7.3 Identify equipment and supplies needed to clean and sanitize garbage area.

E17.7.4 Explain the importance of keeping garbage disposal areas clean and sanitary.

## CRITERION-REFERENCED MEASURE

C17.7 Instructor-prepared checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 18. CARING FOR INFANTS AND CHILDREN

## TASKS/COMPETENCIES

18.1 Ensure safe environment for infants and children

18.2 Feed an infant

18.3 Bathe an infant

18.4 Dress an infant

18.5 Plan play activities for infants and children of various ages

## CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

## TASK/COMPETENCY

18.1 Ensure safe environment for infants and children

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

18.1

## PERFORMANCE OBJECTIVE

P18.1 Given references, an evaluation checklist, and a simulated or actual situation, ensure the safe environment for infants and children by using the checklist to evaluate surroundings and making recommendations for child-proofing the area. Evaluations and recommendations must be based on instructor-provided guidelines.

## SELECTED ENABLING OBJECTIVES

E18.1.1 Identify safety hazards that may be found in environments for infants and children.

E18.1.2 Outline specific characteristics of hazardous play materials.

E18.1.3 Identify laws protecting the environments of infants and children.

E18.1.4 Explain ways to child-proof areas.

E18.1.5 List ways to prevent specific injuries to children (e.g., burns, falls, cuts, poisoning).

## CRITERION-REFERENCED MEASURE

C18.1 Evaluation checklist completed and recommendations for child-proofing area made according to instructor-provided guidelines.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

----------------Application--------------

## CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

18.2 Feed an infant

## COURSE

Life Management Skills I (8230)

18.2

## PERFORMANCE OBJECTIVE

P18.2 Given access to a doll or infant for demonstration purposes and all necessary supplies and equipment, feed an infant. Performance must be rated acceptable according to an instructor-provided checklist.

## SELECTED ENABLING OBJECTIVES

E18.2.1 Define formula, burp, self-demand feeding, schedule feeding, nutrition, strained food, and finger foods.

E18.2.2 Identify a variety of homemade and commercially prepared formulas.

E18.2.3 Demonstrate ways to heat or cool a bottle and how to test formula temperature.

E18.2.4 Explain how to burp or bubble an infant.

E18.2.5 Identify the importance of showing affection and cuddling an infant during feeding.

E18.2.6 Explain procedure for breast feeding an infant.

E18.2.7 Identify infant's eating skills, such as swallowing, biting, chewing, and drinking from a cup.

E18.2.8 Determine nutritional value of typical baby foods.

E18.2.9 Demonstrate ways to prepare infant solid foods, using a blender or food processor.

E18.2.10 List "don'ts" of infant feeding, such as propping the bottle.

## CRITERION-REFERENCED MEASURE

C18.2 Instructor-provided checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

## TASK/COMPETENCY

18.3 Bathe an infant

----------------Application--------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

---

18.3

## PERFORMANCE OBJECTIVE

P18.3 Given a doll or baby for demonstration purposes and the necessary supplies and equipment, bathe an infant, using sponge and tub bath techniques. Performance must be rated acceptable according to an instructor-provided checklist.

## SELECTED ENABLING OBJECTIVES

E18.3.1 Identify equipment and supplies needed to bathe an infant.

E18.3.2 Outline procedure for giving a tub and sponge bath to an infant.

E18.3.3 Explain the importance of timing and interaction between child and caretaker during bath time.

E18.3.4 List safety factors to consider when bathing an infant.

E18.3.5 List alternative methods of bathing a baby without using water (cultural practices).

## CRITERION-REFERENCED MEASURE

C18.3 Instructor-provided checklist; all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

--------------Application--------------

## CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

18.4 Dress an infant

## COURSE

Life Management Skills I (8230)

18.4

## PERFORMANCE OBJECTIVE

P18.4 Given a doll or access to an infant, dress the infant according to previously provided guidelines or demonstration by instructor. The safety and comfort of the infant must be maintained during the procedure.

## SELECTED ENABLING OBJECTIVES

E18.4.1 Select appropriate clothing for infants in various stages of activity and environments.

E18.4.2 Demonstrate procedure for undressing a baby.

E18.4.3 Explain laundry care and maintenance of infants' clothing.

E18.4.4 Identify safety considerations in the selection of infants' clothing.

## CRITERION-REFERENCED MEASURE

C18.4 Infant dressed according to guidelines or instructor demonstration; infant's safety and comfort maintained throughout procedure.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

18. CARING FOR INFANTS AND CHILDREN

## TASK/COMPETENCY

18.5 Plan play activities for infants and children of various ages

----------------Application---------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

18.5

## PERFORMANCE OBJECTIVE

P18.5 Given a list of selected learning/play activities and necessary materials, supplies, and references, plan play activities appropriate for infants and children of various ages. Plan must meet all criteria contained in instructor's guidelines provided to the class.

## SELECTED ENABLING OBJECTIVES

E18.5.1 Explain selected theories of child development (e.g., Piaget).

E18.5.2 Explain how play materials and activities contribute to social, intellectual, and physical development of infants and children of various ages.

E18.5.3 Select materials and toys suitable for infants and children of different ages and developmental stages.

E18.5.4 Outline ways of encouraging infants and children of various ages to be creative and imaginative.

E18.5.5 Assess conditions favorable for indoor and outdoor play activities.

E18.5.6 List safety factors to consider when designing play activities.

## CRITERION-REFERENCED MEASURE

C18.5 Plan of play activities meeting all criteria contained in instructor-provided guidelines.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# CONTENT/CONCEPT AREA

## 19. MANAGING INTERPERSONAL RELATIONSHIPS

---

## TASKS/COMPETENCIES

19.1 Demonstrate communication skills

19.2 Identify personal values, goals, and standards of behavior

19.3 Describe roles of family members and friends

19.4 Identify human needs and developmental tasks

## CONTENT/CONCEPT

19. MANAGING INTERPERSONAL RELATIONSHIPS

## TASK/COMPETENCY

19.1 Demonstrate communication skills

----------------Application---------------

## PROGRAM

CONSUMER AND HOMEMAKING

## COURSE

Life Management Skills I (8230)

19.1

## PERFORMANCE OBJECTIVE

P19.1 Given a series of situations requiring oral and written communication skills, demonstrate those skills by responding to each situation as instructed. Each skill must be rated acceptable according to written criteria provided for the assigned situation.

## SELECTED ENABLING OBJECTIVES

E19.1.1 Outline basic concepts related to communication.

E19.1.2 Explain the role of communication in interpersonal relationships.

E19.1.3 Differentiate between verbal and nonverbal means of communication.

E19.1.4 Identify ways to improve listening and speaking skills.

E19.1.5 Explain the encoding and decoding of messages.

E19.1.6 Compare and contrast barriers to communication.

E19.1.7 Describe methods of resolving conflict.

E19.1.8 Analyze verbal and nonverbal communication skills of self and others.

## CRITERION-REFERENCED MEASURE

C19.1 Responses to situations rated acceptable according to instructor-provided criteria.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

---------------Application---------------

## CONTENT/CONCEPT

19. MANAGING INTERPERSONAL RELATIONSHIPS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

19.2 Identify personal values, goals, and standards of behavior

## COURSE

Life Management Skills I (8230)

19.2

## PERFORMANCE OBJECTIVE

P19.2 Given selected resources on values, goals, and standards of behavior, identify two personal values and list at least one goal and standard of behavior consistent with each value identified.

## SELECTED ENABLING OBJECTIVES

E19.2.1 Define moral values, material values, aesthetic values, long-range goals, short-range goals, medium-range goals, and standards.

E19.2.2 List sources of values.

E19.2.3 Explain how and why values may change or be modified.

E19.2.4 Outline personal goals.

E19.2.5 Examine various societal influences and standards and describe their impact on behavior of individuals.

E19.2.6 Give examples of consistent and inconsistent values, goals, and behavior.

## CRITERION-REFERENCED MEASURE

C19.2 Two personal values identified; one consistent goal and standard of behavior listed for each value.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

---------------Application--------------

## CONTENT/CONCEPT

19. MANAGING INTERPERSONAL RELATIONSHIPS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

19.3 Describe roles of family members and friends

## COURSE

Life Management Skills I (8230)

19.3

## PERFORMANCE OBJECTIVE

P19.3 Given basic information on the roles people play, describe the roles of personal family members and friends by completing, according to instructions, an assignment sheet provided by the instructor.

## SELECTED ENABLING OBJECTIVES

E19.3.1 Demonstrate communication skills (P19.1).

E19.3.2 Outline traditional and emerging roles of family members.

E19.3.3 Define friend, intimacy, platonic, and cliques.

E19.3.4 Give examples of societal influences on roles of family members.

E19.3.5 Differentiate between popularity and friendship.

E19.3.6 Explain ways that family members and friends can influence one's behavior.

## CRITERION-REFERENCED MEASURE

C19.3 Instructor-provided assignment sheet completed according to instructions.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

## CONTENT/CONCEPT

19. MANAGING INTERPERSONAL RELATIONSHIPS

## PROGRAM

CONSUMER AND HOMEMAKING

## TASK/COMPETENCY

19.4 Identify human needs and developmental tasks

## COURSE

Life Management Skills I (8230)

---

19.4

## PERFORMANCE OBJECTIVE

P19.4 Given information on theories of human needs and how people fulfill those needs, identify human needs and developmental tasks by recalling the "human needs and developmental task frameworks" of three theorists and stating acceptable ways of fulfilling each framework. Exercise must be rated acceptable according to an instructor-provided checklist based on information provided to the class.

## SELECTED ENABLING OBJECTIVES

E19.4.1 Describe the human needs and developmental task frameworks of various theorists.

E19.4.2 Explain the interaction of various needs and developmental tasks.

E19.4.3 Assess factors that influence ways individuals meet basic human needs and perform developmental tasks.

E19.4.4 Critique the fulfillment of personal human needs and developmental tasks.

## CRITERION-REFERENCED MEASURE

C19.4 Instructor-provided checklist, all items rated acceptable.

## SELECTED INSTRUCTIONAL ACTIVITIES

## SELECTED TOOLS AND MATERIALS

## SELECTED AUDIOVISUAL MATERIALS

## SELECTED REFERENCES

# SECTION 2

# PROGRAMS AND COURSES

Because of the nonpaid occupational nature of this program, no specific career, occupational, or vocational applications of consumer and homemaking competencies are discussed in this guide. The course described in this publication is not linked to specific or related titles in the Dictionary of Occupational Titles.

The course described in this guide is based on the task inventory presented in the preceding section and has been approved by the State Department of Education.

This section contains descriptions of the Consumer and Homemaking program and the course Life Management Skills I. Also included is a course outline cross-referenced to materials purchased by the Home Economics Education Service from sources outside Virginia. These materials contain learning aids and ideas for instructional activities that may prove useful to the teacher in presenting instuction related to the competencies in this guide.

Because of the variety of program options and grade levels in which Life Management Skills is taught, the teaching sequence is subject to local option, and no suggested sequence is included in this section.

## SECONDARY COURSES AND PROGRAMS

PROGRAM TITLE: Consumer and Homemaking--Sequential Courses

DESCRIPTION: The objective of consumer and homemaking education is to prepare individuals for the occupation of homemaking with particular emphasis on consumer education for personal and family use. Other major areas provide instruction in the individual development of all family members; skill development in the areas of foods, clothing, housing, and home management; and preparation for marriage and parenthood. Life Management Skills I forms the basis for enrollment in specialized areas of homemaking and is recommended for enrollment in an occupational program. All courses meet five days a week. Extended learning experiences beyond the classroom are encouraged and are supervised by the home economics teacher.

CIP CODE: 20.0101

SUGGESTED GRADE LEVEL: 8, 9, 10, 11, 12

| APPROVED COURSES | VA COURSE CODE |
|---|---|
| Life Management Skills I | 8230 |
| Life Management Skills II | 8240 |

## LIFE MANAGEMENT SKILLS I (8230)

COURSE DESCRIPTION: Life Management Skills I is a single-period, one-year elective course. Units are taught based on individual interests, needs, and concerns of students. In this first year of a sequentially designed program, emphasis is placed on studying consumer resources, privileges, and responsibilities; using, caring for, and arranging small and large household equipment for greater efficiency; studying nutrition; planning, preparing, and serving simple meals; constructing a simple garment; using management procedures; and being a contributing family member.

PREREQUISITES: None

SUGGESTED GRADE LEVEL: 8, 9, 10, 11

---

### TASK/COMPETENCY SEQUENCE

---

SUBJECT TO LOCAL OPTION

## COURSE OUTLINE
## INFUSING VIRGINIA AND OKLAHOMA MATERIALS

| CONTENT | LMS I OBJECTIVE | OKLAHOMA OBJECTIVES |
|---|---|---|
| I. Operating and Maintaining Sewing Equipment and Supplies | | |
| A. Small sewing equipment | P1.1 | HEI 37D |
| B. Basic sewing machine operations | P1.2 | HEI 69D |
| C. Minor adjustments to sewing machine | P1.3 | |
| D. Sewing machine attachments | P1.4 | |
| II. Maintaining and Repairing Clothing and Accessories | | |
| A. Care and cleaning techniques--identification | P2.1 | |
| B. Care and cleaning techniques--use | P2.2 | HEI 181D |
| C. Garment repair | P2.3 | |
| D. Storage of clothing and accessories | P2.4 | |
| III. Implementing Consumer Decisions in Constructing and Purchasing Clothing and Accessories | | |
| A. Pattern and fabric selection | P3.1 | HEI 1D |
| B. Pattern and fabric preparation | P3.2 | HEI 119D |
| C. Construction techniques for selected operations | P3.3 | HEI 119D |
| IV. Managing Financial and Personal Resources | | |
| A. Consumer facts | P4.1 | HEI 1E |
| B. Consumer decision-making skills | P4.2 | HEI 23E |
| C. Budget preparation | P4.3 | HEI 23E |
| D. Time management techniques | P4.4 | |
| V. Meeting Housing Needs | | |
| A. Personal/family housing needs | P5.1 | |
| B. Personal/family living space design | P5.2 | HEI 1G; 27G |
| C. Home conservation program | P5.3 | |

| CONTENT | LMS I OBJECTIVE | OKLAHOMA OBJECTIVES |
|---|---|---|
| VI. Maintaining Housing Interiors, Furnishings, and Accessories | | |
| A. Cleaning, care, and storage techniques | P6.1 | HEI 1G |
| B. Bed making techniques | P6.2 | HEI 1G |
| C. Fabric cleaning procedures | P6.3 | |
| D. Floor care | P6.4 | |
| E. Carpet care | P6.5 | |
| F. Floral arrangement design | P6.6 | |
| VII. Maintaining Home Safety | | |
| A. Home safety precautions | P7.1 | |
| B. First aid kit for home | P7.2 | |
| C. First aid procedures | P7.3 | |
| D. Procedures for obtaining emergency aid | P7.4 | |
| VIII. Meeting Nutritional and Dietary Needs | | |
| A. Nutrients and their functions | P8.1 | HEI 33F |
| B. Relationship of nutrition, food habits, and exercise to health | P8.2 | HEI 1F |
| C. Nutritional selections for home and restaurant meals | P8.3 | HEI 33F |
| IX. Preparing to Cook and Serve Meals | | |
| A. Kitchen utensils and tools | P9.1 | HEI 73F |
| B. Standard/metric weights and measurements | P9.2 | HEI 74F |
| C. Recipe conversion | P9.3 | HEI 74F |
| D. Use and care of small appliances | P9.4 | |
| E. Meal plans and service | P9.5 | HEI 33F |
| F. Table setup | P9.6 | HEI 33F |
| G. Grocery list cost estimate | P9.7 | |
| H. Hygiene and safety precautions | P9.8 | HEI 167F |
| X. Selecting and Purchasing Groceries | | |
| A. Best buy determination | P10.1 | |
| B. Breads/cereals | P10.2 | HEI 205F |
| C. Canned and frozen foods | P10.3 | |
| D. Convenience and packaged foods | P10.4 | |
| E. Dairy products | P10.5 | HEI 227F |
| F. Meat, fish, and poultry products | P10.6 | HEI 251F |
| G. Fresh fruits and vegetables | P10.7 | |
| H. Condiments and seasonings | P10.8 | |
| I. Non-food items | P10.9 | |

| CONTENT | LMS I OBJECTIVE | OKLAHOMA OBJECTIVES |
|---|---|---|
| XI. Preparing Fruits and Vegetables | | |
| A. Fruit and vegetable preparation methods | P11.1 | HEII 143D<br>173D |
| B. Garnishes | P11.2 | |
| C. Salads | P11.3 | |
| D. Steaming, simmering, and microwaving methods | P11.4 | |
| XII. Preparing Beverages | | |
| A. Coffee and tea | P12.1 | |
| B. Hot milk beverage | P12.2 | |
| C. Ice cream beverage | P12.3 | |
| D. Punch | P12.4 | |
| E. Beverage powders and frozen juices | P12.5 | |
| XIII. Preparing Breads and Cereals | | |
| A. French toast | P13.1 | |
| B. Quick breads | P13.2 | HEI 183F |
| C. Pizza | P13.3 | |
| D. Sandwiches | P13.4 | |
| XIV. Preparing Eggs and Dairy Products | | |
| A. Eggs and omelets | P14.1 | HEI 251F |
| B. Milk-based dishes and sauces | P14.2 | HEI 251F |
| C. Dips | P14.3 | |
| XV. Preparing Meat, Fish, and Poultry | | |
| A. Methods of preparation | P15.1 | |
| B. Deep or pan-frying method of preparation | P15.2 | |
| XVI. Preparing Desserts and Snacks | | |
| A. Nutritious snacks | P16.1 | |
| B. Cake preparation | P16.2 | |
| C. Frosting procedure | P16.3 | |
| D. Puddings and custards | P16.4 | |
| E. Cookies | P16.5 | |
| XVII. Maintaining Cleanliness and Sanitation | | |
| A. Washing/drying of tableware and cookware | P17.1 | |
| B. Tableware/cooking utensil storage | P17.2 | |
| C. Leftover foods storage | P17.3 | |
| D. Table and counter care | P17.4 | |
| E. Cabinet care | P17.5 | |
| F. Appliance and cooking equipment care | P17.6 | |
| G. Garbage disposal | P17.7 | |

| | CONTENT | LMS I OBJECTIVE | OKLAHOMA OBJECTIVES |
|---|---|---|---|
| XVIII. | Caring for Infants and Children | | |
| | A. Safe environment | P18.1 | HEI 1C |
| | B. Infant feeding techniques | P18.2 | |
| | C. Infant bathing techniques | P18.3 | |
| | D. Infant dressing techniques | P18.4 | |
| | E. Play activities | P18.5 | HEI 1C |
| XIX. | Managing Interpersonal Relationships | | |
| | A. Communication skills | P19.1 | |
| | B. Personal goals, values, and standards of behavior | P19.2 | HEI 1H |
| | C. Roles of family members and friends | P19.3 | HEI, 1H, 2H |
| | D. Human needs/developmental tasks | P19.4 | |

The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred.